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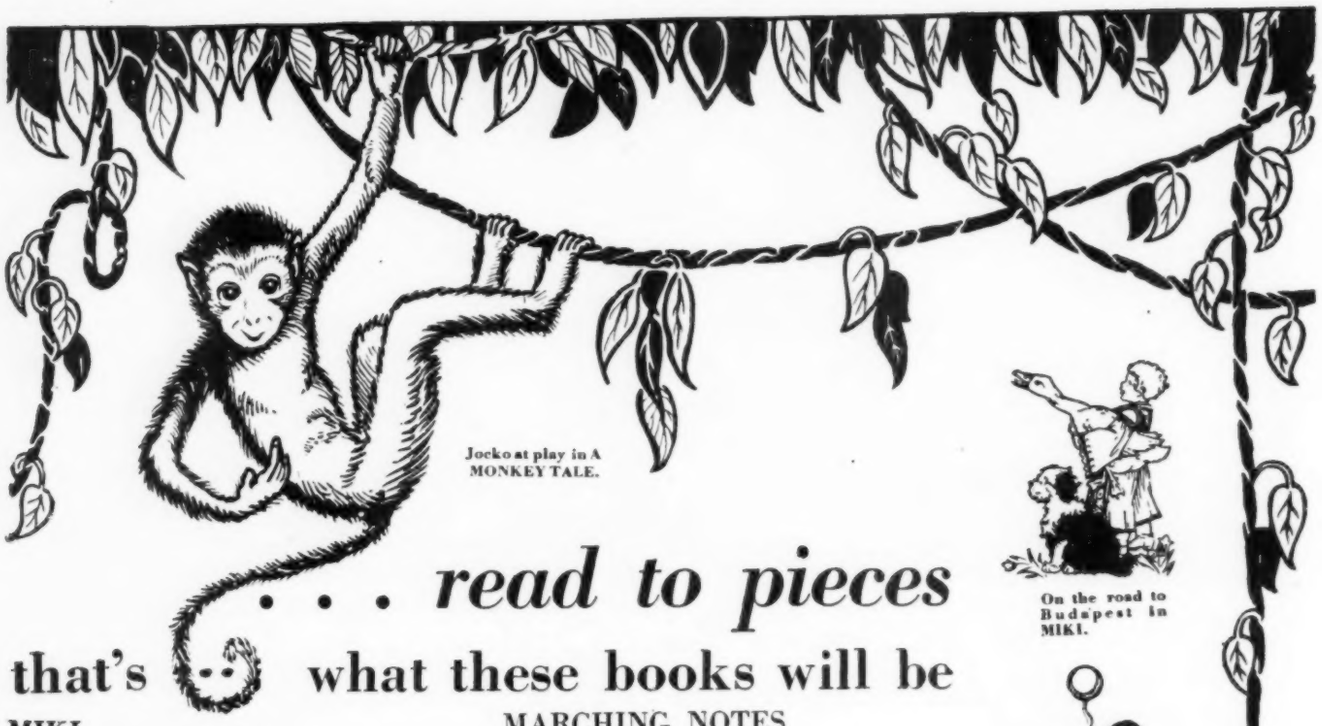

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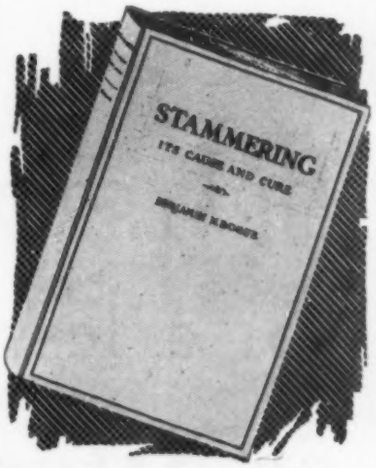

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"Gone all day, learning we didn't know just what, long hours indoors, trips back and forth in any kind of weather . . . well, naturally he was tired and didn't have much interest in studying in the evenings.

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Why Join The Parent-Teacher Association?

An Editorial Message

THE experiences of birth, love and death are usually ranked as the greatest in the lives of any human being. To these we would add, for the child, the experience of school. Perhaps few parents realize the tremendous adjustment required of the child who enters school at the usual age of five or six. Taken out of the environment of home and family, he is suddenly plunged into a large group of children, all of his own age, subject to the guidance of an adult whom he perhaps has never seen before. Even though the child has played with other children, he cannot be prepared entirely for the new kind of experience that he now encounters. Not only at the beginning of his school life, but throughout it, the boy or girl is constantly called upon to make many types of adjustments to people, responsibilities, situations, and on his success or failure depends, to a large extent, his ability to live successfully later as an adult.

WITH his task of adjusting happily to the school environment his parents can help him if they will. Not by interference, not by attempting to meet his problems for him, but by an intelligent understanding of the aims of the school, a constant interest in its projects and by a spirit of wise co-operation. Because organized effort is most effective, they can best express their interest and co-operation through the Parent-Teacher Association. Numbering nearly a million and a half members, this organization brings together fathers, mothers and teachers as friends and co-workers in this great task of child training. There is a growth and evolution going on in this movement, as a result of which constructive and worth-while programs are replacing purely social gatherings. A sense of comradeship, of joint endeavor, of mutual helpfulness has resulted in all communities where a Parent-Teacher Association has been organized. Thousands of parents can tell of the inspiration and help they have received from their membership in this organization, while school authorities feel that at last a new spirit of co-operation and understanding between parents and schools is being nurtured and wisely directed by these parent-teacher groups.

IF you are not a member of such a group, we urge you to become one. If there is no such group in your community, be instrumental in organizing one—not only for what you can get from it, but from what you can contribute through it to the welfare of your children, your schools, your community.

The Editors

"The future of the race marches forward on the feet of little children"—*Phillips Brooks*

Photograph by Clara E. Sipprell

Two Little Sisters

New Ideas About OBEDIENCE

By Douglas A. Thom

Author of "Everyday Problems of the Everyday Child"

¶ *Parent-Teacher Association and other groups interested in child study are invited to use this article and the outline for study on page 79 at their next meeting.*

OBEDIENCE is more than what is generally implied when casually used in relation to children. Mere submission to the control of others who happen to be in authority or who through prestige, power or leadership hold positions of influence is a type of obedience, but of a very low order.

Obedience is not an end in itself. It is only a means through which we attain greater efficiency and happiness. It is not merely a series of responses, considered satisfactory by parents, to varied situations which are constantly being presented by the child's environment. It is a more complicated conduct pattern which has become part of the individual's personality and which prompts him to react adequately to all stimuli arising from both within and without.

Adults are prone to overlook or forget those impulses arising within the child which demand attention and which the child is called upon to obey. One of the dominant forces of the young child's life is curiosity. It is stimulated by practically everything that is strange and new, or such things as are in motion or can be set in motion or controlled by the child. The child responding to the more dominant inner urge and obeying the impulse to investigate, to demonstrate his power and satisfy his curiosity may disobey a command coming from without. In fact, the stimuli necessary to make him respond to the outside influence may not even register.

Adults must beware of the danger of inhibiting normal responses to fundamental impulses in order to gain the desired obedience to some unimportant demand of their own. If the child finds that obedience to these internal urges is associated with pleasure and satisfaction he is sure to continue to obey them. It matters not whether we are dealing with the physical demands of eating, sleeping or elimination or the mental urges, the impulse that comes from within must be taken into consideration.

Parents usually think of obedience in children as the immediate and proper response to their commands. They invariably endow obedience with much virtue it does not possess. This is due to the fact that the obedient child is submissive to parental authority which in itself gives parents a sense of power. The obedient child is a living memorial to parental achievements. So that part at least of the value of obedience is parental satisfaction. This attitude might be justified if obedience were an end in itself, but this is not so. Obedience is only a means through which self-control, independence and conformity may be attained.

Fear as a motive for obedience as well as disobedience is worthy of consideration. Through fear of punishment the child may disobey the impulse from within to tell the truth. It may restrain him from obeying the impulse to talk, run, investigate, venture beyond narrow limits of what an over-solicitous parent considers safe. The fear may be of punishment or loss of approbation and at times is perfectly justified; nevertheless, fear is utilized all too frequently as the easiest way for parents to assure themselves of obedience. Fear as an influence on social behavior must be recognized as a vital force—probably, as society is organized today, an essential force. Nevertheless, it is very much abused in our efforts to train children to be obedient. Fear of consequences for a particular piece of misconduct is often a deterring factor, but it is not a constructive force in helping the child develop a general pattern of conduct which will lead him to evaluate and obey the varied impulses which are most worth while and which will work out to his advantage in later life.

Parents who cannot understand why the child disobeys, why he fails to live up to their preconceived ideas of what he should do and be, invariably destroy all confidence the child should have in those whom be respects. How different is the father who approaches his eighteen-year-old son by saying, "I know how you think and feel about this question of drinking and late hours. It's not unnatural or surprising that you want to demonstrate your independence, but if you will talk the matter over with those who have had more experience, who have been successful in attaining the things of life that are worthwhile, I am sure you will see that your present plan of living is not the best one." (*Turn to page* 94)

Autumn

By Elizabeth Anderson

(Twelve years old)

She comes down from the hills
When Time extends his invitation to her.
Her hair glows with the
brightness of the Indian Summer's sun.
Her eyes are the color of bright gentian blossoms.
Her cheeks are the resting-place for sunsets'
gayest splendors.
Her hand holds the Horn of Plenty which
overflows with Thanksgiving for all God's people.

A CHAL to Parent-Teacher

By ALICE FOX PITTS

Illustrated by Norman Borchardt

Mothers, fathers and teachers in all parts of the country are meeting together to The question is: How far do they accomplish their purpose

WHEN my oldest child attained the dignity of a first-grader, I celebrated the big event by joining the local branch of the Parent-Teacher Association. I was wistfully eager to do my share toward co-operating with the teachers and also toward making my six-year-old a worthy citizen of the school world. Quite naturally, I was filled with elation and zeal when I was asked to take charge of the publicity for the organization.

This branch of the Association, I was informed, never had thrived. Its prime need was for an energetic press-agent, and newspaper training fitted me for the task. True to my trust, I heralded the next meeting in all the local papers, with flowery accounts of the speakers—the registrar of a near-by university and an officer of the State Parent-Teacher Association. Modern advertising methods scored another conquest, and the kindergarten room, on the evening of the meeting, was filled to overflowing.

Was I happy? For the first fifteen minutes, yes.

The registrar had taken for his subject, "The History of Education," and his address followed the deadly firstly-secondly-and-thirdly form. Since he began his exposition back in the Middle Ages, it was eleven o'clock before he reached modern times.

Of the lateness of the hour the second speaker seemed sublimely unaware. She plunged cheerily into her subject and for the next hour was the only person in the room whose eyes were not uneasily upon the clock. By the time she sat down, I was sneaking guiltily out of the back door. It had been such a palpably boring program that I felt personally apologetic to every man and woman I had lured away from their comfortable firesides to attend.

That very year our branch of the Association died a natural death. It was like the story of the Irishman who announced, at the supper table, that Mrs. O'Flaherty had died. "What was the complaint?" asked his wife. "No complaint," was the answer, "everybody satisfied."

Everyone in town seemed satisfied with the decease of our P.-T. A. They agreed that the meetings were dull; that in an over-organized village such a group could not compete for interest with the Masons and the Eastern Star, the Women's Club, the American Legion and a dozen other associations. They contended, too, that existing organizations left no field for a group of parents, as such, to cover.

discuss problems of education, discipline, health and recreation, for the best interests of the nation's children?

LENGE *Associations*

¶"Public School Mamas" is the term of opprobrium which some one has hurled at members of Parent-Teacher Associations. In this rousing challenge Mrs. Pitts sets forth the shortcomings as well as the virtues of such organizations. No parent or teacher can afford to miss what she has to say.

Somehow, I wasn't convinced. The feeling still burned strong within me that the schooling of the younger generation presents problems that are the joint concern of parents and teachers, problems that can be handled only through the direct co-operation of these two groups in the community.

I wanted confirmation of that belief, however, before I so much as attempted to revive our defunct organization. For my own satisfaction, I appointed myself a fact-finding committee of one to interview parents, teachers and principals, to obtain an unbiased opinion on the merits of parent-teacher groups.

In the process, I heard such organizations extolled to the skies—and condemned as worse than useless. I heard that they were a profound influence for good upon the school body—and again that they were nothing more than interfering meddlers. The persons who voiced the latter opinion were shockingly vehement. Somehow I had always considered Parent-Teacher Associations as indisputable influences for good. Now I heard them branded as hindrances to the operation of the school, organized trouble-makers without an excuse for existing, until I actually felt apologetic for belonging to one.

The more I heard, the more determined I was to sift the evidence to the bottom. When I had done so, one conclusion seemed inevitable.

A Parent-Teacher Association can be 100 per cent helpful to the school, but too often it concerns itself with activities that are none of its affairs, or that duplicate the work of existing organizations.

What, then, is the correct line for an association of this sort to follow, if it is to be worth the effort put into it, and what paths shall it shun? The eight principals whom I interviewed were the most prolific source of definite ideas on this subject.

Said one of them to me:

"Speeches beginning, 'As a taxpayer I protest——' have ruined more Parent-Teacher Associations than any other single factor. They are ever-present pitfalls that lure such groups to self-destruction and win them the enmity of teachers, principals and school boards. Thinking of the yearly tax he pays for the support of the schools, a certain type of parent feels that he has a right to tell the authorities how the school should be run.

"He forgets that as a citizen he elects the school board, or he elects the mayor or the city council which appoints the board. In doing so, he delegates to them the conduct of the school. He has no more right to try to tell the principal or the teacher how to manage their affairs than he has to step up to the policeman on a busy corner and register disapproval of the way he directs traffic.

"A parent can go to the school board with suggestions or complaints and be assured of a hearing, but too often he omits that correct procedure and attempts more direct methods. Sometimes a parent-teacher organization is dominated by a whole group of 'As-a-taxpayer-I-protesters'. They protest because the classrooms in the new school have been painted green when some interior decorator recently announced (*Turn to page* 58)

Preparing the First Baby for the Second

When the one who has been an only child finds his place usurped by a newcomer, jealousy, tantrums and unhappiness frequently result. A wise mother tells how she forestalled such a possibility

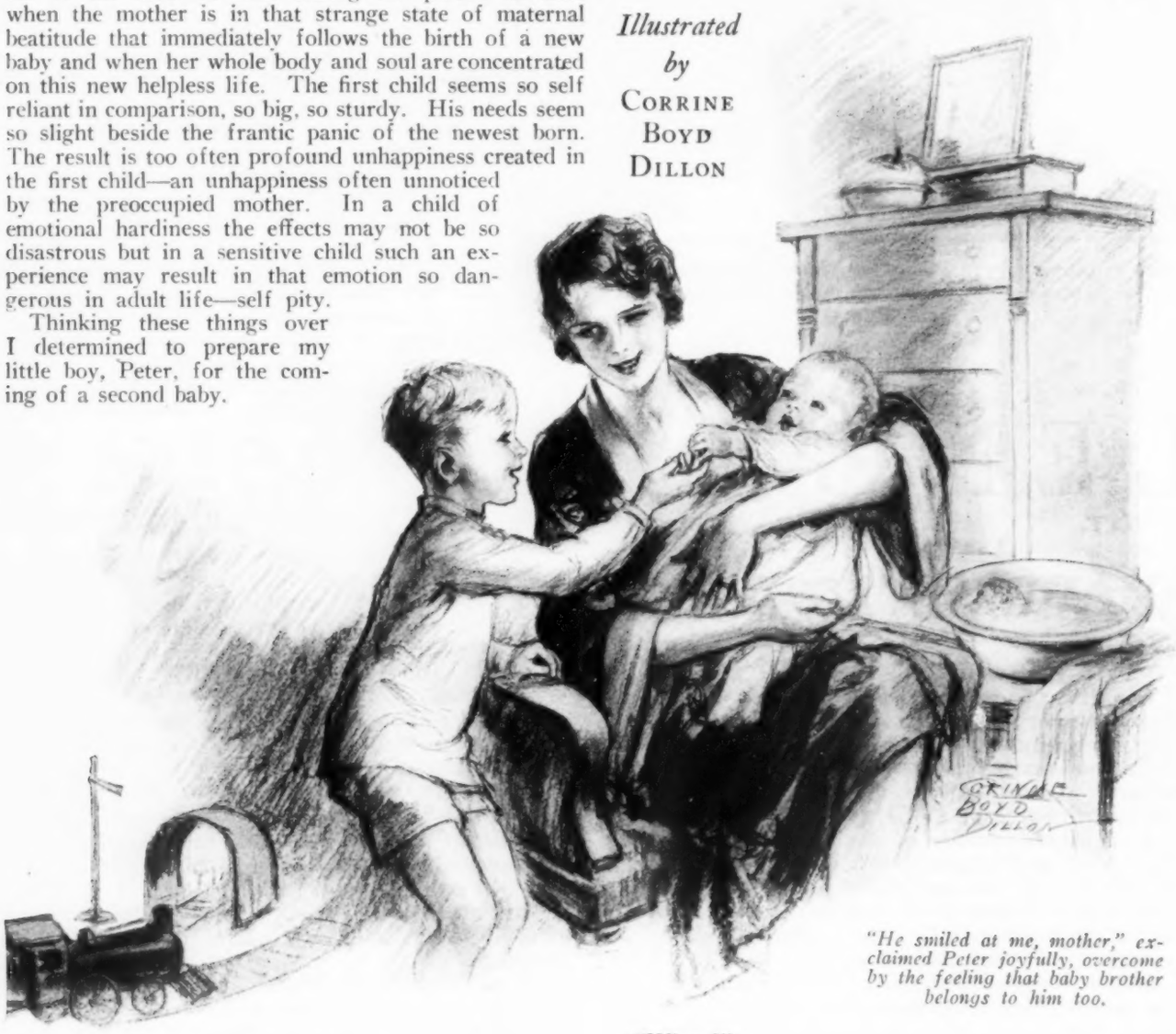
By Helen Grace Carlisle

Author of "Mothers Cry"

Illustrated by Corrine Boyd Dillon

I WONDER how many mothers will dare to admit that the coming of the second child sometimes makes them less mindful of the first—at least during the period of time when the mother is in that strange state of maternal beatitude that immediately follows the birth of a new baby and when her whole body and soul are concentrated on this new helpless life. The first child seems so self reliant in comparison, so big, so sturdy. His needs seem so slight beside the frantic panic of the newest born. The result is too often profound unhappiness created in the first child—an unhappiness often unnoticed by the preoccupied mother. In a child of emotional hardiness the effects may not be so disastrous but in a sensitive child such an experience may result in that emotion so dangerous in adult life—self pity.

Thinking these things over I determined to prepare my little boy, Peter, for the coming of a second baby.



"He smiled at me, mother," exclaimed Peter joyfully, overcome by the feeling that baby brother belongs to him too.

Accordingly about six months before the baby was expected I began.

"We're going to have a new baby," I said, stressing the "we." The idea was a surprise to Peter.

"When?"

Four-and-half hasn't very strong conceptions of time—they extend usually to tomorrow or next week. So I told him summer would have to end and it would have to be nearly Christmas, the time of (*Turn to page* 42)

"A real one? A soft one? Not a hard one like a doll?"

I gave assurances of softness and realness and aliveness. He seemed pleased.

¶ *Between ten and thirteen, boys face a dangerous age when they need all the help that parents can give them in order to meet successfully the trials of adolescence*

Getting Your Boy Ready for Adolescence

Marjorie Jones

By EDWIN F. PATTON, M. D.

THAT sudden break in the changing voice of youth —that unexpected shift of register from melodious bass to squeaky treble in the middle of a most impressive sentence—is there anything else quite so upsetting to manly dignity? Is there anything more ludicrous, yet more pathetic? And—is there anything which can better represent to us the general state of affairs throughout the entire make-up of the boy of this age?

What is true of the boy's voice is equally true also of all the rest of him. Everything about him—his bones, his muscles, his ligaments, his organs, his glands, his skin and hair—his very thoughts—are in such a state of undependability and change that he can hardly be identified with his former self.

Ordinarily the boy himself is serenely unaware of his condition. He finds himself at a most interesting period of life—his school, his sports, his interest, his sensations and ideas are all more colorful and absorbing than ever before. Living is great fun to him, and every day brings initiation into new fields of physical and mental possibility. He knows that he is awkward, perhaps—that he must test his voice at the beginning of each sentence before launching confidently into speech; that his skin is greasy and pimply, possibly; that his parents fail to appreciate him and seem irritated by him, frequently. These realizations detract little, if any, however, from his keen enjoyment of life.

The boy himself does not realize that the change in his voice is the outward manifestation of his change from child to man. Those of us about him do. But, how many of us realize just how Nature goes about this change, and what untoward developments may take place as a result of her methods? For, as a preliminary process to her remodeling, Nature starts by a general softening up, exactly as a sculptor would soften his clay before changing the lines in a portrait. Just as she softens up the voice-producing structures, making them temporarily loose, relaxed, and unsteady, so she softens up all the weight-bearing and supporting structures and to a greater or lesser extent all the other bodily components, preparatory to their new and final consolidation. Even the psychological make-up goes more or less into solution, as a preliminary to the crystallization of maturity. It is easy to see that under such conditions, ordinary stresses are not so easily borne, and extra stresses may overcome the resistance of relaxed elements and cause serious damage.

We note clinically that structural defects increase, and unfavorable tendencies of all kinds develop more during puberty than at any other time.

Illustrations of this are the fact that a spinal curvature, which it has been possible to (*Turn to page* 50)

LITTLE LIARS

By ANNE HERENDEEN

Illustrated by Corinne Boyd Dillon

"WHY, Junior Jones, whatever makes you say such a thing! John, did you hear Junior trying to tell me that Theodore Brown's father is going to give him an aeroplane and he'll take all the boys up for a dime?"

Thus the pained and astonished mother of the mauve decade. And the accompanying father, from behind his paper, "Children are all born liars, I guess, Emma. Let me catch you telling your mother any more whoppers like that one, Junior, and you'll get something for what ails you."

Net result: Sulks from Junior. Dark forebodings from Mother. Nothing much from Father, lost again in his paper.

The placket and the dust-ruffle have gone, along with the pin-cushion full of ornamental scarf-pins. We know better, now, than to make hangman's noose statements such as, "I *will not permit* any child of mine to lie to *me*." But nevertheless when, shortly after the calendar has struck half-past three, Peter or Barbara firmly informs Nurse that Mommy said they could stay up until half-past ten or that it was Pussy who finished up all those chocolate peppermints, glances are exchanged among the grown-ups to the effect, "So it has begun, the famous child lying! Whatever shall we do?"

We know we must not make too much of it. Yet we feel that, perhaps not a serpent, but at least a caterpillar, has entered the Garden where yesterday all was snowy confidence and candor.

"The reason," says Grace Potter, pioneer American psycho-analyst of the Vienna School and specialist in child and "family" analysis, "that we Anglo-Saxons take our children's lying so to heart is that we're such dreadful liars ourselves."

"But I thought the Latin races——"

"The Latin races believe 'It is better to lie a little than to suffer much.' They prevaricate to make you feel comfortable or to create an atmosphere or just to pass away the time. They have never elevated stark truth-telling, the categorical statement of bald fact, into the hierarchy of the cardinal virtues such as courage, loyalty or patience."

But I am racing ahead of my story. . . .

There are distinguishable today three lines of assault on the possibly Original Sin, lying in children—the scientific, the experimental, the psychological.

"Theodore Brown's father is going to give him an aeroplane and he'll take all the boys up for a dime!"

Such a volume as has been published recently, "Studies in Deceit," by Drs. Hugh Hartshorne and Mark A. May, sets forth in its 700 pages the scientific method.

When a scientist is dealing with a physical subject, or material, he studies it by direct and detailed observation under all possible circumstances and conditions. If the conditions can be kept the same, the same subject-material will react exactly in the same way a thousand

and how they GROW

This important article states facts based on five years of scientific research during which 12,000 school children were examined as to honesty

times in succession. If the scientist performs this experiment carefully enough he can obtain exact and accurate knowledge of his subject. That is the basis of the empirical, or laboratory, method which Dr. Hartshorne and Dr. May as directors of a Character Education Inquiry have adopted and have applied over a period of five years in the compilation of their data on dishonest children.

They have labored, however, under the disadvantage that their subject-material consisted of human (although very young) beings. No two of the 12,000 subjects examined had the grace to behave similarly under the same given conditions. These scientific inquirers, painstakingly seeking evidences of and determinants of children's lying, found themselves dealing with material more volatile than ether, more unpredictable, more unruly than electricity. A given child will cheat in a classroom and not on a playground; will cheat under one teacher and not under another; will cheat in one type of test and not in another, will cheat on Friday (when he's tired?) and not on Monday. Nevertheless the professors continued, as I have said, for five years with the aid of ten distinguished colleagues from nearly as many universities or religious bodies and a number of trained investigators and statisticians to observe, record and analyze children's deceit (manifested in cheating, lying or stealing) in the hope of finding some scrap of truth about the business. No less than twenty-two "deception tests" were devised and applied (with the co-operation of the principals and teachers of various public schools) and the conclusions, arrived at by the compilation of tables upon tables, charts upon charts, and statistics upon statistics boiled down to the discovery that *almost* all children will cheat in schoolroom tests *if sufficiently encouraged; that less will cheat in games, that a moderate number—something between a quarter and a third—can be subtly led to lie, and a much smaller number to steal (by the discreet leaving about of a number of dimes)*. The children ranged in age from eight to sixteen.

Jews and negroes appeared to lead in deceiving when competition was a factor, with the Italians a close third. French children were a hundred per cent honest in a classroom and almost a hundred per cent dishonest when told to take work home and "put on their honor" about receiving help. Scandinavians in urban communities were exceedingly honest but as reprehensible as anybody else back on the farm. There was no sex difference discernible as to mendacity and no general improvement noticed as children progressed through the school grades. In one type of test the Roman Catholics cheated the most and the Lutherans least; in another the Methodists were the worst offenders and the Baptists behaved best.

It was the Religious Education Association which first suggested the importance of such an investigation; the Institute of Social and Religious Research granted the funds necessary and Teachers' College of Columbia University undertook the project.

It was felt that since, owing to the standardization which characterizes our public schools, any system of character building which prevails affects a million children, it was high time to make a basic study of the results of existing methods. In other words this was an attempt to find out how successful was the system of character building under which children live during their school hours.

The test followed nine general experiments. Those who gave the tests distributed difficult examination papers with key sheets attached, asking the children not to consult them; they asked questions which would humiliate the child if truthfully answered; (*Turn to page* 75)

What Would We Do WITHOUT THEM?

"There is no loneliness in the house where children are. They show us how to get a new joy out of old things. They bring glamour back to our tired world. They give new wings to faith. They teach us to remain young in heart. They believe in us," says the father who wrote this article.

The well-known author contributing this article is the father of three children. He sounds a note of parental pride and joy that will find echo in the heart of every mother and father who read this delightful contribution

By ARTHUR STRINGER

Author of "Prairie Mother" and "Prairie Child"

I'VE often wondered why modern literature so sedulously avoids the baby. The novelist seems to have handed him, neatly diapered, over to the scientist to be psycho-analyzed. The maker of fiction passes him on to the man of medicine, who tells us about calories and vitamins and how to keep him from getting rickets. The Rising Generation may give us goose-flesh by the biological candor of their conversation; the new "naturalistic" school of writers may betray a weakness for obstetrical detail until a Dreiser can dish out twenty-odd pages on the more harrowing aspects of a Caesarian section; and the mistakes and mishaps of the inexperienced parent may prove a never-failing fountain-head of our professionalized humor.

But the baby today seems without a champion. He is an exhibit, but not a theme for romance. He stands without a Homer to harp on his glories. Being himself largely inarticulate, he lies on his sanitary mattress without a spokesman to tell of the glamour of childhood and the gift of joy that lurks in the ancient miracle of life renewing itself out of love. And emotions, quite as much as mattresses, require airing. It's even illegal, in many of our states, for the movies to show any incident relating to a baby's approach and arrival. When they do grow sufficiently reckless to exhibit the diminutive stranger newly alighted on this terrestrial globe, the pictured newcomer is invariably a dimpled and gurgling infant made respectable by at least two months of earthly existence. And when a baby does break into literature, by way of the modern novel, it is usually to give easy selvage to the last yard of romance, or to supply, through an undesired and uncanonical advent, countless murky chapters of social problem shot through with dramatic conflict.

The baby may not have gone entirely out of art, but we no longer have the courage to emulate the great painters of the Renaissance who, through many a masterpiece treating of the Madonna and Child, showed the fundamental soundness of their esthetics by representing as supreme beauty the healthy woman with a healthy baby at her breast.

(*Turn to page 78*)

The Voice with the Smile *Wins the Child*

Your voice is the expression of your personality. How do you reveal yourself to your children?

By ELIZABETH VERA LOEB

Assistant Professor of Speech, Hunter College, New York City

EVERY time a mother talks she speaks two languages. She may say to her child, "Good morning, dear;" a perfectly satisfactory and satisfying greeting. If, however, at the moment that she speaks she smells the oatmeal burning, there is apt to be more burnt oatmeal than affection in her tone, and the child's response, his unconscious inevitable emotional reaction, will be an answer to the irritation in the tone and not to the cordiality of the words. How many tired, nervous mothers have checked their children's natural expressions of affection by the irritability of their voices, and thus set a bad example of vocal behavior. The necessity for care in the choice of words is illustrated in every bit of printed matter we read. The importance of saying what we mean is urged upon us from all sides. Diction and pronunciation, however, do not constitute all of speech. Well chosen phrases precisely articulated may not convey "the heart's full-flowing stream."

In the animal world it is known that those creatures susceptible of training are influenced, not by the words they hear, but by the voices of those who have them in charge. It is true that mankind also responds more readily to vocal quality than to verbal content. A world-famous actress on a certain occasion moved her audience to tears though she spoke in a language they did not understand. On investigation it was found that she had been reciting multiplication tables! This story has persisted because of the fundamental truth it contains. In dealing with children in particular, the tone of the voice and the vocal tempo are of far more importance, especially in the child's early years, than are the actual words which are uttered. The well-known slogan, "The voice with the smile wins" sums up the story.

What kind of a voice should a parent have, and how can she develop it? The tone should be musical, but have sufficient carrying quality to penetrate the child's consciousness and command his attention. At the same time the tone must support and reinforce the meaning of the words. This voice is often more a development of the imagination and an expression of personality than it is a matter of vocal exercise. From the physical point of view, all that insures a sense of comfort and well-being—daily baths, fresh and comfortable clothes, food, sleep, exercise, fresh air—all these are conditions that help to produce good voice. A clear nose and throat, well-cared-for teeth, and the regular use of a mouth wash, are also contributing factors. The voice must come out of the mouth, not lie in the throat or be swallowed. Most mothers say "No" with great beauty of tone, though from the child's point of view, with little beauty of meaning! All speech should be focussed in the fore part of the mouth, as is the word "No." These are physical conditions that we cannot overlook. They are, however, of less importance than are certain mental and social attitudes that affect tone.

A mother should listen to herself as she talks. Let her hear, not what she planned to say, but what she actually does say. Especially let her observe *how* she talks; her rate of speed, the high or low pitch of her voice, the quality of feeling in her tone. Let her listen to herself as though she were listening to the speech of another person, and let her try, through the use of her imagination, to determine what effect her voice would probably have on the listener. Are these the tones that a child should hear? She must realize what sounds are most effective. Words of rebuke, "Don't pull the kitty's tail!" should be said in definite tones of sympathy for the mauled animal. In this way she conveys to the child a better concept of his relation to animals than she would by using the same words but spoken in scolding tones and with the fear that the child may be scratched. That fear may be for the child or it may be for the thing with which he is playing—a toy that is not to be broken. But fear should not creep into the voice. The tone should be firm and clear and the mother's words should emphasize the positive angle of the situation. This means that the mother must think the matter through clearly and realize that nothing can be accomplished by adopting a fearful attitude.

Voice, as well as words and manner, should be cheering, encouraging. Let your tones create happy worlds for your child. Just as the tone can inspire fearlessness, so it can induce obedience. Coaxing will irritate a child and lead to stubbornness. Truculence (*Turn to page* 87)

Coming!

Movies Before Ten?

Should children under ten years of age attend motion pictures? Read what experts in the field of child care and training have to say in this symposium.

Babies Who Choose Their Own Food

The report of an astounding experiment conducted by a woman doctor connected with a well-known nursery in Chicago. Newly weaned babies are allowed to select their own food. But don't try it on your baby till you have further information given in this article.

The Proper Care of Children's Hair

A carefully prepared article on an important subject.

How the Hoovers Brought Up Their Boys

An explanation of what intelligent love and care can do in the upbringing of a family.

The Wheel Turns

By
FLORENCE BINGHAM LIVINGSTON

Illustrated by May Burke

"You want to do something better than come into the business?" repeated
way, Father. I didn't

THE kitchen was a pleasant place when Lillian Deming was baking. The sunny, spotless room was overhung with delicious odors, and Lillian had a brisk way of beating batter and whisking eggs that fitted her into these activities as if she enjoyed them. One would have known her for a home-loving woman merely by seeing her at work.

She had baked a pan of hermits, fried doughnuts and rolled them snowily in powdered sugar, and was about to pare apples for a pie when she heard quick steps on the gravel path. It was probably Bashford. Perhaps he would like some hermits.

The steps went on into the garage and she stood there waiting for them to return, her face bright with quickened affection. Bashford was well past sixteen and just out of high school, and she was anxious to have him launched upon his own career—here in the village, so that she would not lose him out of her life. She had none of that selfishness that craves continued domination, but to have him near . . . To have him settle here later in a home of his own, with his own family about him, and not to lose him altogether. . . .

When Bashford came out of the garage with his baseball bat she was on the porch with a plate of hermits.

"Have some?" she invited.

He grinned. "Might. Breakfast wasn't——"

"No," she agreed, "it hardly ever is. Help yourself."

Bashford's smile gave an engaging quality to his thin, eager face. With a practiced hand he gathered up half a dozen of the spicy cakes, rough with raisins, and thrust them into his pocket.

Sudden suspicion seized him. "Want something, Mother?"

"Only to keep you nourished. Well, now that you remind me, there is one little thing. The summer's more than half gone, and——"

He did not help her. His tall body straightened with a grace not yet wholly freed from adolescent awkwardness, and his gray eyes watched her defensively.

"We ought to be planning," she went on with unusual nervousness. "I think your father would like to talk with you."

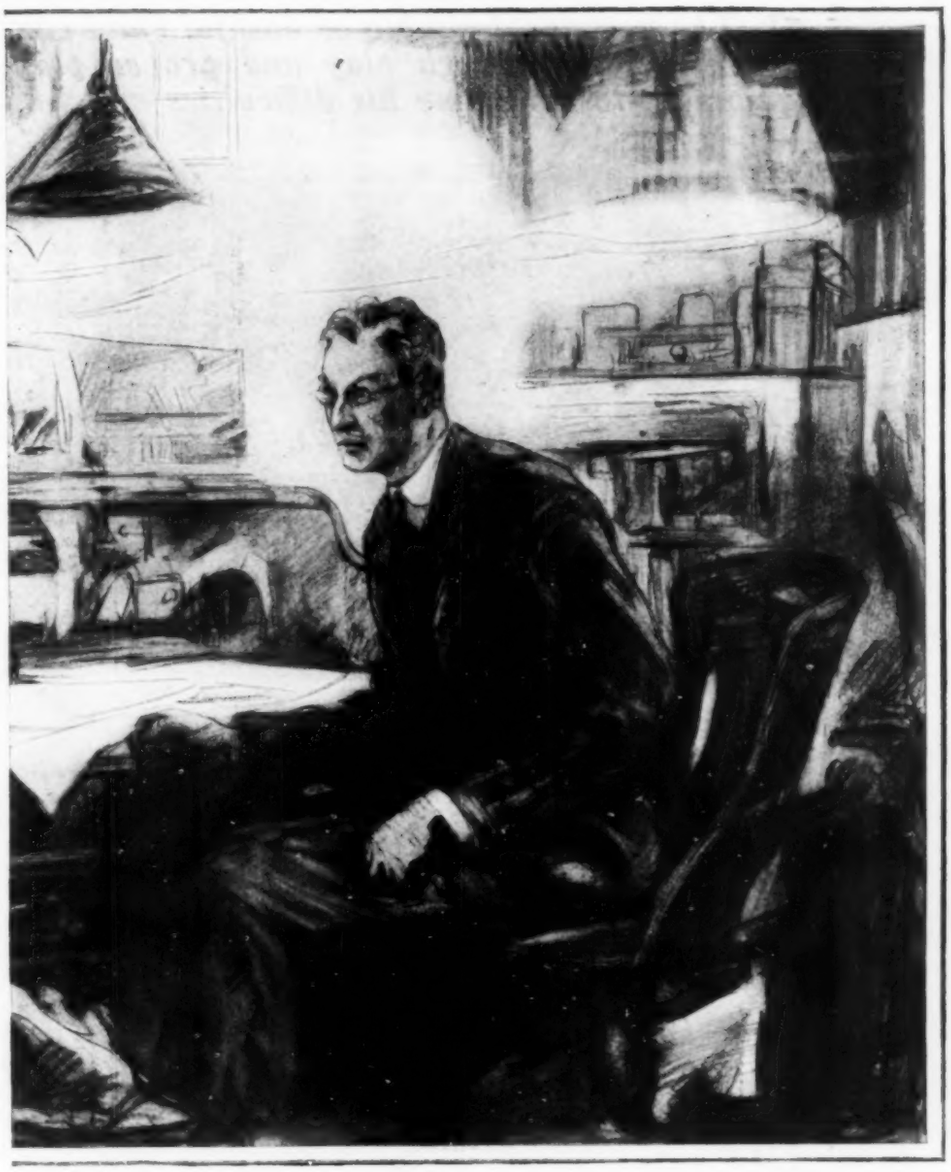
"Well, let him," the boy burst out. 'If he wants to talk with me, why doesn't he do it? What I say is, if he wants——"

"Bashford, please! You don't give him a chance."

"Aw, shucks! You're dreaming. Excuse me, won't you? I'm in a hurry." Rather violently he dashed out of the yard.

"I'm afraid I said the wrong thing," Lillian Deming told herself dejectedly, as she returned to the kitchen.

It was evident that she had not furthered matters. In the days that followed, the elusiveness which Bashford had shown about a tête-à-tête with his father,



John Deming in a low, strange voice. "I didn't mean to put it that mean anything personal."

¶His son was to come into the store. The business which John Deming had built up through years of hard work his son would carry on. And then—— But read this deeply moving story of youth and the older generation.

became a definite avoidance. His mother observed this with bewildered alarm. Why should he hesitate to discuss plans for his future? It was natural that he should wish to prolong his irresponsible vacation, but her intuition warned her that some deeper reason lay at the root of his reserve.

Week after week passed, and Bashford's father, walking up and down the aisles of the Deming Hardware Store, waited in vain for his son to present himself as ready for the career which had long been implicitly understood.

And then one hot afternoon in late summer Bashford came—not voluntarily, but sent craftily by Lillian Deming with a message. John Deming was in his office, looking over some invoices; and before Bashford could escape he managed to break the proud reticence that had encased him. With his eyes on the papers which littered his desk, he outlined his son's future as he had shaped it.

This store, the only one of its scope in this overgrown village, had paid well and his other investments had been amazingly successful, so that he had been able to buy the controlling interest in the leading hardware store in Grenville, the small city near-by. In a year or two he might take over the rest of the Grenville business and sell the village store or retain it as a branch. Anyhow, the future firm of Deming & Son would be on a solid foundation.

"But, of course, you're too young to be tied down yet," he concluded. "At the same time, you can't begin too early to learn the ropes. Now this fall for instance, I'd thought you might spend four or five hours a day in here and go over to Grenville when I go; grow up with that store if you like it better. Or would you prefer a business course before——"

"Father," interrupted Bashford sharply, "I never said —I thought you understood. I—I'd hate business."

Their eyes met, misery in the boy's, consternation in his father's.

"I know you used to plan—but I hoped you'd given it up," stumbled Bashford wretchedly. "I couldn't do it. I'd hate business. I—I want to do something better."

A terrible silence filled the tiny room. John Deming's hand fell rustlingly to the pile of invoices, and a grayness blotted out the healthy glow of his skin. His eyes took on the wide, fixed look of one who has been deeply stricken, but they were turned unwaveringly upon his son, giving him back a gaze as steady as his own.

They seemed alike in that moment. John Deming was heavier, his features were shorter and more practical, and his brown hair had begun to whiten, but there was nevertheless a striking resemblance between father and son. The same note had sounded in both natures, and it had brought out a physical similarity. The firmness of the older man, his determination to mold the adult life of his son, had met the firmness of the lad, who was jealously guarding his own. (*Turn to page* 52)

Ruth Alexander Nichols

To play quietly alone with a favorite toy is restful to the nervous child. Well-selected play equipment such as that shown at the right will develop self-confidence in a timid child

The nervous, irritable or bashful child can be helped through play and proper play equipment to overcome his difficulties

Paul J. Weber

Correcting EMOTIONAL PROBLEMS *Through Play*

By A. M. and MARGUERITE A. SNYDER

Department of Psychology, New York University

H. Armstrong Roberts

The irritable child is frequently a thwarted child. A chance to make things unmolested will often solve his problem

MANY children present emotional problems. There is the nervous child who can never keep still and who lacks concentration, the timid child who shrinks from a group, the irritable child who sulks in the corner, and so on. In this article, these various emotional difficulties will be discussed and definite suggestions made for combating them through carefully planned play and well-selected play equipment.

THE NERVOUS CHILD—Nervousness is an index of the ease with which a person's emotions can be aroused. The nervous child is easily excited by crowds, strange people, unusual occurrences, a new environment, or new additions to the old environment. He may show irrational fears and may be easily angered. He is, perhaps, very demonstrative of his loves and hates. Above all, he is restless and finds it hard to keep still. His general tenseness may find expression in nervous giggling, in irrelevant movements of the lips or other facial muscles, in twisting of the fingers, or in shiftings of the body.

Nervousness is rooted in neural organization. There is heightened sensitivity to stimulation, so that activity follows very quickly. Nervousness may also be acquired when the vitality of the body is lowered by sickness or when the child is subject to undue strain.

The general principle to observe in attempting to combat nervousness through play is to make play conditions as calm as possible. The child should be left free to play undisturbed in a quiet place much of the time, and unusual excitement is to be avoided. Since quiescence is to be stressed, action toys should be limited. This does not mean elimination of physical exercises, for the building of a strong body is the first requisite for overcoming nervousness. Action in the toys themselves is sometimes too exciting for a child. (*Turn to page* 64)

Cultivating
A Love for Good Books

Help your children to make friends of books and you have provided them with a lifelong interest and satisfaction

By REBECCA N. PORTER

Instructor in English, University of California, Extension Division

ANYONE who has worked in the field of adult education, and especially in the cultural corner of that field, is the confidant of many regretful confessions concerning early reading. They are expressed usually in some such words as these:

"I wish I had read more and better books when I was a youngster. I feel my lack of background now, and there are so many things that crowd out good reading when you grow up."

In varying degrees we have all felt this. Modern life is so full of interests and responsibilities that it is difficult to get time for the reading of the classics, to say nothing of cultivating a taste for them. And persons who like to read at all, want to keep up with current literature, which is in itself a gigantic task. Literary taste is a good deal like table manners—it should be acquired early in life. At any point it is possible, of course, for the resolute person to acquire a knowledge of table etiquette. But he is never quite so much at ease with knives and forks and finger-bowls if he meets them for the first time in middle life.

Marjorie Jones

Together you and your children may explore the wonderful world of books

The cultivating of literary taste in children is in some ways more difficult today than it has been in previous eras. To hamper the process there is, first, the matter of diversified interests. Children are busier now with organized activities than they have ever been before. School, which formerly was the child's whole world, no longer is. The margins of his day are filled to the limit. Recreation centers, Boy Scout, or Girl Scout activities, dancing lessons, music lessons, all sorts of community enterprises and contests, and the churches, all bid for a share of the child's day. Reading *can* be delayed until some other time, and so it is.

Second among the obstacles to cultivating literary taste is the moving picture theater. That good pictures have an educational value is a point readily conceded. They have done more than any one agency to give the child a concept of life as a whole. But they certainly are doing very much also to rob him of his literary heritage. At the movie theater around the corner he sees, for instance, a film version of "David Copperfield." When the book is suggested later for his reading, he disposes of it with one magnificent verbal gesture: "Oh, I know David Copperfield. I saw it in the movies." In other words, the modern child is getting all the *adventure* to be found in great novels, and missing all of the *literature*. Anyone interested in studying the psychological effect of this method need only visit that greatest of all human laboratories—the picture theater, and watch the reactions of the audience. Some day somebody properly equipped for the task will write a treatise upon the Psychology of Laughter, and it will be an illuminating contribution to race analysis. As Americans we are proud of our sense of humor. Our pride in it has completely blinded us to the realization that there is in it the base alloy of cruelty. If you have never done any research in this field you have some appalling discoveries in store for you. In the movie theater no tragedy that confronts the human soul will fail to "get a laugh" if its victim wears an outlandish costume or has some peculiar trick of manner. In other words, the *humor of situation*, the most primitive form of humor, is the only brand that, in the parlance of the street, "gets over." I attribute this largely to our increasing alienation from great literature. The humor of wit, of satire, humor's *subtle* aspects cannot be portrayed by the moving picture. They can be and are portrayed in great literature. Our young people are being cheated of their birthright when they complacently accept pictorial representation of plot as their sole connection with great books. For every fine novel is a novel of characterization and of style. (*Turn to page* 80)

How to DANCING

Children used to go to dancing waltz, the schottische. But of teaching have changed

By RUTH AND ERNESTINE LEIGH

As graceful as a Greek fresco is this interpretive dancing

"I'M thinking of sending Betty to Miss Hill's dancing school," said a mother. I chose that one because it's so near."

The rather casual way in which Betty's mother selects a dancing school is typical of methods followed by the average mother in deciding on a dancing school for her child. This was borne out by statements of a number of mothers.

"I decided to send Helen and Bobby to Miss Smith's because she charges only a dollar a lesson or twelve lessons for ten dollars. My husband and I figured that we could afford that," said another mother.

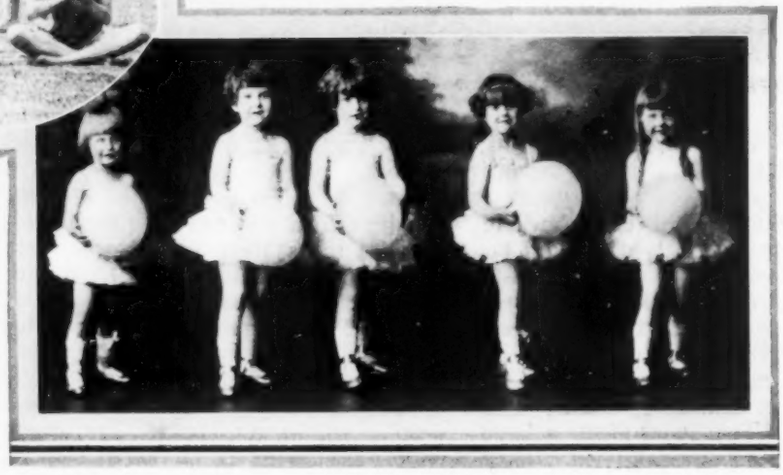
Yet another: "We decided to send Edna to the Jones school because my neighbor's child learned to stand on her toes in the first year. Edna and her mother were most enthusiastic about the school."

To students of the dance who recognize the important effects of early dance training on a child's physical, mental and spiritual development, such reasons for choosing dancing schools, often on the part of otherwise intelligent parents, come as a distinct shock. It is evident that the average parent does not give nearly the serious thought and study to selecting a dancing school that she does to her child's general school, yet its effects on a particular child's future growth are of inestimable importance.

It is impossible for the average mother to choose such a school with intelligent discrimination unless she has some conception of different forms of dancing as taught today, and their effects on the general development of a child. The purpose of this article is to give her such information. No attempt is made to consider the dance from artistic, professional or technical aspects. Rather, we picture for you the different kinds of dancing taught in various schools, so that you can draw your own conclusions as to what is best adapted to your child.

You will find that the average dancing school

Harmony of movement and measure is the basis of all eurythmic training, and poise based on perfection of bodily control results



Tiny ballet dancers twinkling on their toes are always cunning. But long hours of rigid mechanical drill lie behind this type of dancing

Choose a SCHOOL

school to learn the two-step, the styles of dancing and methods as this article indicates

today teaches one or more of the following types of dancing:

First, musical comedy dances, including tap-and-step, and general forms of popular jazz or stage dancing. (This type of dancing is interpreted on the stage by Marilyn Miller, Ann Pennington and other musical comedy dancers.)

Second, acrobatics, for general physical development and for acrobatic or novelty dancing.

Third, ballet dancing (interpreted by Anna Pavlowa, Mordkin, Fokine and other famous members of the Russian Ballet).

Fourth, folk dancing (as interpreted, in the case of Oriental dancing, by Ruth St. Denis).

Fifth, eurythmics, which employs rhythmic movement, not necessarily dancing, as the basis for providing the child with personal experience in bodily and musical rhythm (as interpreted, for instance, by Dalcroze dancers).

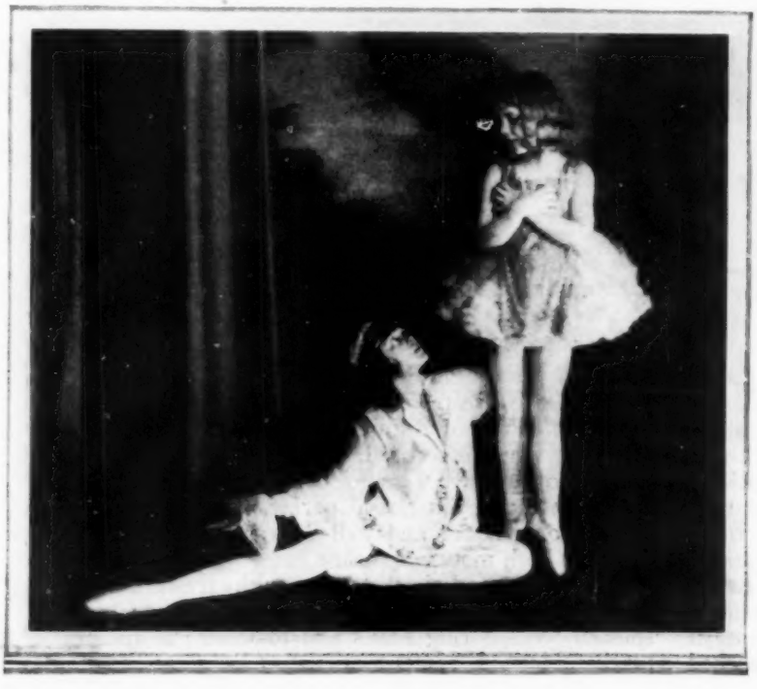
Sixth, natural or interpretative dancing (such as was interpreted by Isadora Duncan, and now by Anna Duncan).

It is, therefore, important to ask: what kind of dancing do I want my child to learn? (*Turn to page* 46)

Arnold Genthe

The very spirit of the dance is expressed in the loveliness of this flying figure

Folk dancing is jolly good fun and always picturesque as an incidental part of dancing instruction



Goddard

Your child may have latent ability as a stage or musical comedy star, but consider the matter well before selecting this type of dance training

Should Children Eat CANNED FOODS?

Every conscientious mother will appreciate this careful statement by an expert as to what's in a can for the children

By ANNE PIERCE

Food Consultant

THE quest for the Vitamine and the Mineral has become almost as frenzied an affair as the Hunting of the Snark by Lewis Carroll's famous group of barristers and bankers, beavers and bellman. You will remember that—

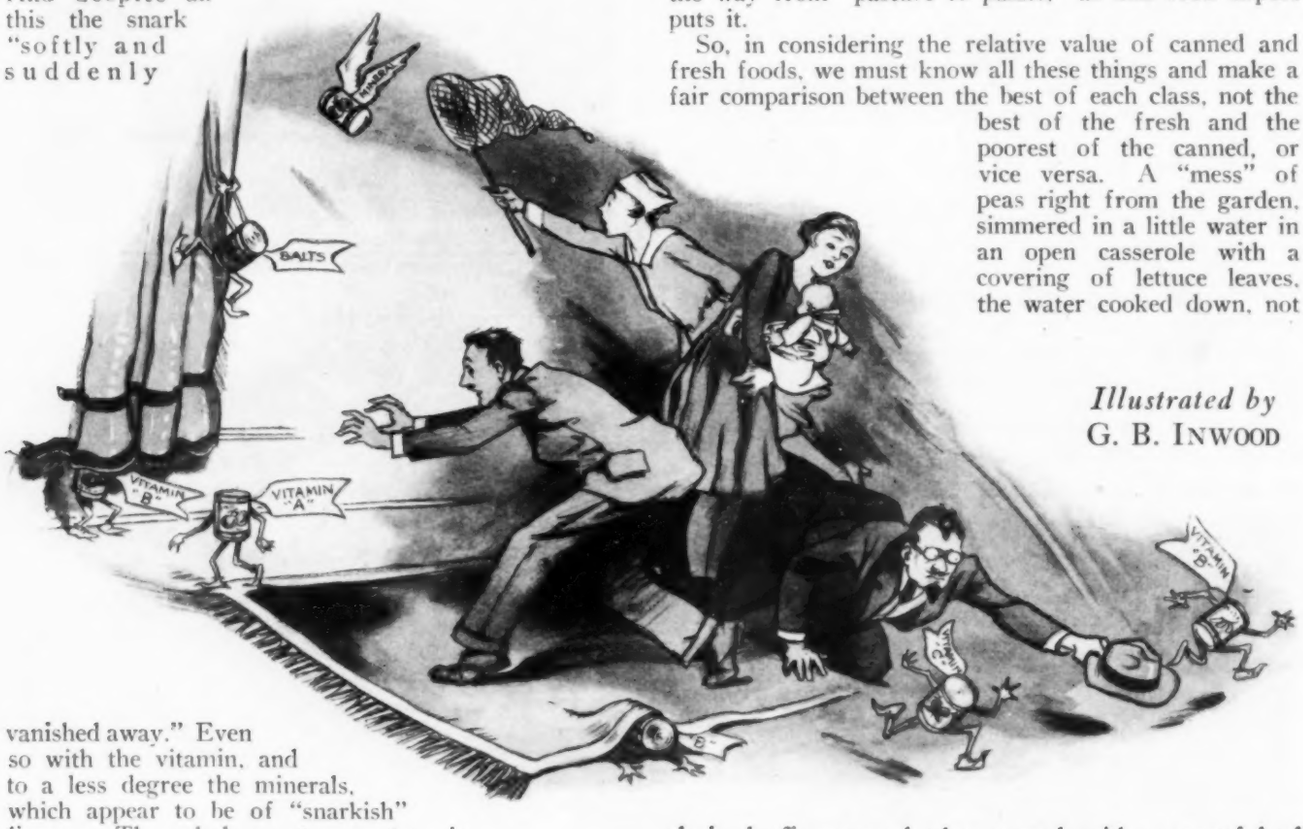
> They sought it with thimbles, they sought it with care,
> They pursued it with forks and hope;
> They threatened its life with a railway share,
> They charmed it with smiles and soap.

And despite all this the snark "softly and suddenly vanished away." Even so with the vitamin, and to a less degree the minerals, which appear to be of "snarkish" lineage. They elude us at every turn in these days of over-cooking and over-refining of foods, of long distance marketing and storage. Just as you think you have cornered your vitamin supply, you are told that milk or fruits or vegetables, produced without benefit of sunlight, or the latter from soils lacking certain minerals, will in turn be lacking; winter butter and milk are not like summer dairy products; fresh water fish lack the iodine of salt water fish and inland soils may have the same effect on the products raised on them; over-ripened, old vegetables are not as full of vitality as the young, small vegetables (how human of them but how discouraging); and pale, bleached lettuce and cabbage may lack the very qualities for which we eat them. Grains that have lost their outer coat of bran, or so-called "fresh" foods delayed in marketing lose in food value as well as in flavor.

And so it goes. With one breath we are told how all-important to nutrition and elimination are these vitamines and minerals, and with the next, you are informed that you have cooked them to death, thrown them into the sink in the drained water, or that they escaped you on the way from "pasture to palate," as one food expert puts it.

So, in considering the relative value of canned and fresh foods, we must know all these things and make a fair comparison between the best of each class, not the best of the fresh and the poorest of the canned, or vice versa. A "mess" of peas right from the garden, simmered in a little water in an open casserole with a covering of lettuce leaves, the water cooked down, not drained off, seasoned when served, with a spoonful of cream, a bit of butter, white pepper and salt—that is something to dream of—but usually the reality is quite different. Peas of different size and age, several days from the vine, some hard, some soft, when served with the best of endeavor, cannot compare with the best peas from the can—young, and perfectly graded—if heated in their own liquor and well seasoned.

Again both money and time enter into the problem of providing a good-sized family with fresh fruits and vegetables the year round. Large cities may boast of spinach, peas, string beans and tomatoes, in the winter market, indeed sometimes the (*Turn to page* 70)



Illustrated by G. B. INWOOD

Keep Posted!

News of the Better Parenthood Movement, Child Welfare, Education and Other Matters of Interest to Parents

Where Boys Were Bad

IN a recent study of the boy problem in Detroit, it was discovered that of all the boys from 17 to 19 years of age in Detroit, one out of every eight was arrested in 1925. It was found that only a very small proportion of the boy population of the city was reached by any agencies directed toward recreational, social, or educational work. To remedy these conditions the Boys' Club of Detroit was organized, and a building was equipped as a clubhouse. The club was an immediate success and now has an enrollment of almost 4,000 boys. It maintains all the varied recreational and educational activities provided by the modern boys' club, and has a medical clinic. As a result of the activities of the club there has been a marked decrease in delinquency cases from this neighborhood.

Goodby, Handshake!

IS the old-fashioned handshake to be banished to the ash-heap of outworn customs? Proof that handshaking, the almost universal symbol of good fellowship, is a dangerous medium for transferring the bacteria of disease was revealed recently by research work done at Columbia University. By experiments with school children it has been discovered that typhoid fever, tuberculosis, diphtheria and cholera are among the diseases which may be communicated by shaking hands. While it is recognized that children are more liable to infection in this manner, observations bring out the fact that the practice of handshaking is also widespread among adults. So common is the custom that people in general do not realize the element of danger accompanying it. Does this mean that the young people of the next generation will only wave as they pass by?

The Junior Film Guild

THE Film Arts Guild of New York is organizing a Junior Film Guild to make carefully selected Saturday and Sunday programs which will appeal to young people. The films will be chosen from lists recommended by the motion-picture committees of THE PARENTS' MAGAZINE, CHILD WELFARE (the magazine of the National Congress of Parents and Teachers), General Federation of Women's Clubs, the Educational Screen, National Board of Review, and other magazines and organizations interested in juvenile recreation and education. The programs are to consist of a full-length feature, a short educational subject, a travel film, a comedy, and other items of interest to young audiences. The pictures will be shown first at the Film Guild Cinema in New York, but later will be made available to theaters elsewhere.

Eat Ice Cream and Avoid Rickets

SMALL boys and girls will welcome the news that irradiated ice cream may be used as a cure for rickets and may even be substituted for cod-liver oil in treating or preventing that disease of childhood, according to the Department of Dairy Husbandry of Rutgers College. "Certain foods can be rendered valuable in the prevention and treatment of rickets by exposing these foods to the effect of rays from an ultra-violet lamp," says the report. "Ice cream was exposed with favorable results." It is also an interesting fact that cereals, milk and egg yolk have been irradiated successfully.

Good Report

THAT infant mortality in this country is being lowered is evidenced by the annual report of the American Child Health Association published recently. The death rate among babies for 1928 was 68.3 per thousand for the 719 cities of the Birth Registration Area. While this rate is three points higher than that for 1927, it stands out as the second lowest infant death rate ever recorded for the cities of this country. This report is prepared and given wide distribution in the belief that it is one of the surest ways of accelerating a nation-wide effort toward reducing the death rate among babies.

Eliminating Diphtheria in Children's Institutions

AT Mooseheart School, Mooseheart, Ill., says the Illinois Health Messenger, there has been only one case of diphtheria since 1920, though the average number of children in the school during that time exceeded 1,000. The resident physician ascribes this record to the fact that every child entering the school since September, 1919, has been immunized with diphtheria toxin-antitoxin.

Some Children I Know

By Ann Brockman

A cautious child is Mary Jane
She says: "Don't think I'm scared.
But when I'm on my roller skates
I like to be—prepared."

A microscope could help one see
The down on Willy's face.
Said William, razor in his hand,
"This beard is a disgrace!"

"Hello, Central! Hello—please"—
There comes a puzzling pause.
"This call is most important,
Please give me Santa Claus!"

"I know a secret I can't tell
No one must ever hear.
Come close. There's no one looking,
I'll whisper in your ear."

What is Father doing there,
Sitting on the floor?
Why playing with the 'lectric train
That Bob's been wishing for.

Furnishing the Whole-Family House

Rugs, wall coverings and upholstery fabrics for the home where there are children are considered in this article, which is the second in a series

By PAULINE DUFF

Interior Decorator and Home Consultant

IT is now a well-known fact that human beings are susceptible to color and that their moods are frequently influenced by certain hues. Drab colors, such as taupe and mulberry have a depressing effect in a room, and vivid colors, such as scarlet and bright blue may be over-stimulating. In choosing a color scheme for the home in which there are children, these points must be considered, as well as those of durability and the question of keeping decorative fabrics in good condition when they may come into contact with muddy shoes or sticky hands which have escaped mother's vigilance.

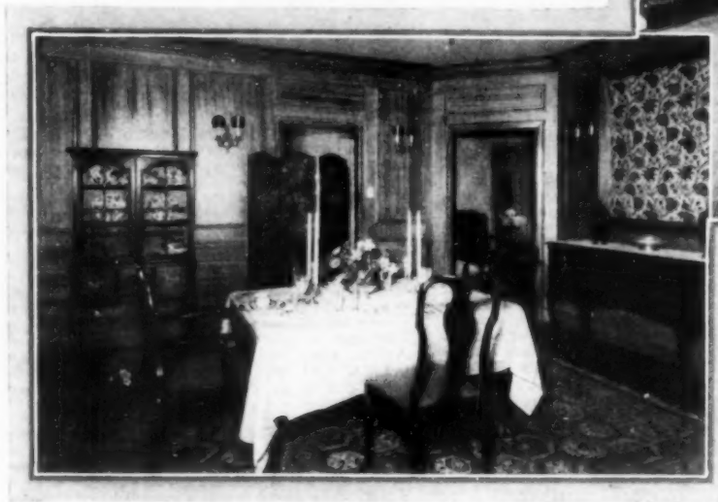
A rich shade of dark brown is a good basis for a color scheme for the living room of the home where there are children. It is dark enough to be practical for carpets and as a background in upholstery it is restful, and it lends itself to many interesting color combinations. Decorators are now using several shades of one color in developing a room scheme. A smart range to use with brown begins with a beige tone in the sheer glass curtains, runs to rust, copper, brick, henna and orange tones in a large floral design, with green foliage for contrast, in drapery material, and these tones are picked up in the room scheme at various points. For example, one chair may be upholstered in a self-patterned henna colored fabric. Another may have a dark brown background with beige and rust in the design of the upholstery fabric. The sofa may be covered in a self-patterned fabric of the dark brown used on the chair. The carpet may also be of the dark brown ground with shades of tan, rust and chocolate brown in its close-set pattern. A lamp of orange colored pottery may have a parchment colored shade and a second lamp may have a base of the green foliage color, with a beige colored shade of stretched silk. Other objects in the room may pick up the accent colors of the brighter shades in the scheme. Pillows, for example, piled on the solidly brown sofa, may repeat the entire color range, each pillow different, including the green of the contrasting color used in the draperies.

Another sound color scheme may be built around the slightly grayish green shade known as reseda. A gay fabric, linen or chintz, at the windows may have various bright colors in the design supplying the color scheme for the room. A wide fold of the green banding this drapery would tie the room scheme together. The general rule of only one vividly patterned fabric in the room is the safest to follow. Other fabrics may pick colors from this, one at a time, and fabrics may differ in texture, coloring and design so long as harmony is maintained. One bright spot of color other than the many-colored fabric is permissible, after which self-patterned fabrics are the best choice for the rest of the room.

In choosing all of these fabrics deep, restful shades should be favored to avoid over-stimulation, and accent notes of brighter shades resorted to to supply the interest. Gay and vivid shades may be used in a (*Turn to page* 88)

Worsinger

The living-room is an index to your family life. It should be a place where comfort, beauty and practicality are skilfully and attractively blended



John Adams Davis

A rug with an all-over pattern and chairs upholstered in a new fabric which can be sponged off with soap and water are ideal for a dining-room used by youngsters

Motion Pictures

Which Are Suitable and Which Unsuitable for Children and Youths? Which Are Recommended for Intelligent Adults?

BARNUM WAS RIGHT, with Glenn Tryon (*Universal*)—A light, romantic comedy which had rather unique possibilities but which became just slapstick in production. For plot: an irate father, wealthy rival, hidden treasure, and hero capturing the evil-doers—a final happy ending. All talking. (U) *For A:* Fair. *For Y:* Entertaining. *For C:* Harmless.

BIG TIME, with Lee Tracy (*Fox*)—A plausible and human comedy of backstage life. Its simplicity, emotional restraint, and good taste in acting and production make it an excellent picture for the entire family. All talking. (U) (E) *For A:* Very entertaining. *For Y:* Excellent. *For C:* Harmless.

THE COCK-EYED WORLD, with Edmund Lowe and Victor McLaglen (Fox)—Hilarious, boisterous comedy of life as it is lived by certain types of U. S. Marines, including its grimness as well as its fun. On the whole, rather convincing. It is loud, crude, tough, loutish, and decidedly vulgar in spots—yet more or less redeemed by many genuinely funny moments, by considerable real character interest, and strangely enough, by being totally free from profanity by an ingenious "new law of the army." All talking. (E) *For A:* More or less amusing. *For Y:* Better not. *For C:* No.

COLLEGE LOVE, with George Lewis (*Universal*)—Harmless but inane, a bit more crude and stupid than the poorest "college life" picture so far. The lively football game is its only good feature. All talking, and such talking! (E) *For A:* Stupid. *For Y:* Worthless. *For C:* Harmless.

THE DANCE OF LIFE, with Hal Skelly and Nancy Carroll (*Paramount*)—Elaborate, supersophisticated backstage story, overdone in spots, but on the whole one of the best of its breed to date. Much nudity and unconventionality, but avoids the coarse and gross except for the hero's offensive drunkenness. Thoroughly adequate picturizing of the stage play "Burlesque." Best feature is Nancy Carroll's excellent acting in a rôle that is far bigger than her previous jazz-flapper parts. All talking. (E) *For A:* Good of its kind. *For Y:* Better not. *For C:* No.

An important introduction—a scene from the romantic comedy "Salute." The group here shown are Helen Chandler, William Janney, Joyce Compton and George O'Brien

THE DESERT RIDER, with Tim McCoy (*M-G-M*)—Lively western of Pony Express days—with the stolen deed, gold shipments, bandits, etc. Possibly above average. Silent. (E) *For A:* Hardly. *For Y:* Passable. *For C:* Possibly.

THE DRAKE CASE, with Gladys Brockwell (*Universal*)—Above average murder-mystery, well told, intelligently directed, finely acted and spoken, with more to interest an intelligent spectator than such film-stories usually offer. All talking. (E) *For A:* Very good of its kind. *For Y:* Fairly good. *For C:* Beyond them.

EMBARRASSING MOMENTS, with Reginald Denny (*Universal*)—Father insists that the "trial marriage" be a real one. As it never existed, embarrassing moments follow which are translated to the audience also, as much of the comedy is based on suggestive situations which are vulgar in implication. All talking. (U) (E) *For A:* Hardly. *For Y:* Unwholesome. *For C:* No.

THE FALL OF EVE, with Patsy Ruth Miller (*Columbia*)—Light, cheap farce of the tired business man, the out-of-town buyer seeking "whoopee," the "girl friends," booze, etc. All talking. (E) *For A:* Trash. *For Y:* Unwholesome. *For C:* No.

FAST COMPANY, with Evelyn Brent and Jack Oakie (*Paramount*)—Excellent farce-comedy of the swell-headed small-town baseball player who makes the big league. Jack Oakie does excellent work and makes the rôle funny, though a bit overdone in spots. For children, the only objection is that it glorifies the egotistical blow-hard and makes his ridiculous bragging both funny and admirable. All talking. (E) *For A:* Rather amusing. *For Y:* Very good. *For C:* Good.

FAST LIFE, with Douglas Fairbanks, Jr. (*First National*)—Supposed to show how our light-hearted young people disport themselves with jazz, booze, and secret marriage. Said marriage brings about insult, murder, and hero's narrow escape from the electric chair. All talking. (E) *For A:* Hardly. *For Y:* No. *For C:* No.

FROM HEADQUARTERS, with Monte Blue (*Warner*) — Another abnormally noble part for Monte Blue in a stupid story of U. S. Marine life in the tropics. Rather hopeless hash and not helped much by the heavy-drinking scenes. All talking. (E) *For A:* Stupid. *For Y:* No. *For C:* No.

FROZEN JUSTICE, with Lenore Ulric (*Fox*) — The story of the maladjustment of a half-caste Esquimau woman and her efforts to free herself from her racial inheritance. The story had interesting possibilities which the director missed by emphasizing the vulgar and licentious. All talking. (U) *For A:* Hardly. *For Y:* Unwholesome. *For C:* No.

THE GIRL FROM HAVANA, with Lola Lane and Paul Page (*Fox*) — A detective story, fast moving, novel in treatment, well acted and entertaining. The heroine solves the mystery of the stolen jewels after following her quarry 5,000 miles through Panama Canal to Cuba. All talking. (U) (E) *For A:* Entertaining. *For Y:* Interesting. *For C:* Too mature.

GOLD DIGGERS OF BROADWAY, with Winnie Lightner and Ann Pennington (*Warner*)—All-color picturizing of the David Belasco stage success of the same name. Backstage story with wealthy nephew falling in love with chorus girl, uncle objecting, etc. Good acting of boisterous heroine and fine photography are its best features. All talking. (E) *For A:* Perhaps. *For Y:* Doubtful. *For C:* No.

HALLELUJAH, with all-negro cast (*M-G-M*)—Grim, powerful picture that seeks to present a cross-section of negro life and mentality, and succeeds under able direction by King Vidor. A picture much out of the ordinary and with real appeal to the intelligence. All talking. (E) *For A:* Notable. *For Y:* Not for them. *For C:* No.

HARD TO GET, with Dorothy Mackaill (*First National*)—Fine comedy—falling short of best only by a few touches of burlesque and false motivation—of the poor girl who decides to marry for money but changes her mind. Miss Mackaill has fine natural voice that is pitifully uncultured. Acting, story and direction above average. All talking. (E) *For A:* Entertaining. *For Y:* Excellent. *For C:* Amusing but somewhat beyond them.

HER PRIVATE AFFAIRS, with Ann Harding (*Pathe*)—Ann Harding's superb acting and the discriminating treatment of this murder mystery have combined to create a picture of absorbing interest. The moral problem involved is too mature for children. All talking. (U) (E) *For A:* Very interesting. *For Y:* No. *For C:* No.

ILLUSION, with Nancy Carroll and Charles Rogers (*Paramount*)—Another stage story—with

(*Turn to page 92*)

The Best Recent Films for Young Folks

†Annapolis	†His Lucky Day
†Chasing Through Europe	The Hottentot
†China Bound	†The Idle Rich
†Christina	†Innocents of Paris
†Close Harmony	The Iron Mask
Cocoanuts	Molly and Me
Divorce Made Easy	†The Rainbow Man
The Donovan Affair	Redskin
The Duke Steps Out	†The River of Romance
†Evangeline	†Sailor's Holiday
The Exalted Flapper	†Salute
†The Flying Feet	Someone to Love
The Flying Fool	Sonny Boy
The Flying Marine	Spite Marriage
The Girl in the Show	Stairs of Sand
Give and Take	†Strong Boy
The Glorious Trail	Three Live Ghosts
†The Great White North	Two Weeks Off
	What a Night!
Hearts in Dixie	†Why Bring That Up?
†The Winged Horseman	

†Especially good for children.

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.

For Y—For youths, 15 to 20 years of age.

For C—For children, under 15 years.

Lucky Babies

LUCKY indeed is the baby who has a mother wise enough to follow the doctor's advice—"Bring the baby to me when he is six months old and let me protect him against diphtheria. That is one disease he need never have."

Last year more than 100,000 children who were not inoculated had diphtheria. About 10,000 of them died—an average of more than one every hour of every day in the year.

Will 10,000 innocents be sacrificed next year because some doctors have failed to warn mothers or because mothers have forgotten their doctors' warning?

Even when diphtheria is not fatal, it frequently leaves its victims with weakened hearts, damaged kidneys, ear trouble, or other serious after-effects. The majority of deaths from diphtheria are of little children less than five years old. If your child, so far unprotected, has not been stricken by this arch-enemy of childhood, your good fortune is a matter of luck—not precaution. If he is more than six months old, take him to your doctor without delay and have him inoculated.

Diphtheria can be prevented by simple, painless inoculation which is lasting in its effect. Call up your doctor now and make an appointment.

Prevention **of diphtheria through inoculation with toxin-antitoxin should not be confused with** ***treatment*** **of the disease by means of anti-toxin. The latter is a cure—the former prevents.**

This disease has practically disappeared in many cities where the people have backed their health authorities in preventing diphtheria by inoculation with toxin-antitoxin. But diphtheria finds its victims wherever people have been misled by false reports as to the alleged danger of inoculation or have not learned to seek the protection which inoculation gives.

The Metropolitan Life Insurance Company will gladly cooperate through its local managers, agents and nurses, with State or city authorities to stamp out diphtheria. Detailed reports showing how various cities organized their successful campaigns for "No More Diphtheria" will be mailed free of charge. Ask for Booklet 119-Y.

METROPOLITAN LIFE INSURANCE COMPANY

FREDERICK H. ECKER, PRESIDENT — **ONE MADISON AVE., NEW YORK, N. Y.**

Everyday Problems

And How Parents Meet Them

THE judges who passed upon the answers received to the problem printed at the right, which appeared originally in our September issue, are glad to publish the prize-winning letter below. Honorable mention is made of letters received from Roscoe Mott Giles, New York City, and Mrs. H. Carlton Smith, Alvin, Texas.

There also appear on this page other problems which readers have met in training their children and their description of the methods they have used in dealing with them.—THE EDITORS.

Prize-Winning Answer

IN Mr. and Mrs. Brooks' desire to safeguard the mental health and personality of their child, they may have overdone what the modern child welfare movement indicates should be done by way of informing children of the simple biological facts of life. Gladys may have been so impressed, in view of impending events, that her imagination, in talking with her little friends, may have supplied much. Her story, in consequence, may have been very impressive; and her little friends may have expanded it as they passed it along. The good friend who reported the state of affairs may have taken her cue from this childish gossip flavored with information from sources not so high as the Brookses' good intentions. Thus, it seems that the problem just about reduces to gossip.

But gossip is usually not very pleasant; and, in order to check it now and to avoid any such trouble in the future, I would, if I were the Brookses, teach Gladys—exercising care that she did not gain the impression that questions relating to birth and sex are "dirty" and "shameful"—that such affairs are family affairs, which are seldom discussed outside of the family circle. I would continue to answer her questions.

Children indicate by their questions, generally at a very early age, that they desire information about various aspects of life; and they will obtain this information from one source or another. Studies in mental hygiene and child welfare indicate that parents run far fewer chances of bringing up a maladjusted child if they answer the child's questions frankly and to the point, than do parents who indulge in subterfuge, or shame, or "shut up" their child when questions about sex and birth arise. Parents should take care, however, that the information given is on a plane with the development and intelligence of the child, thus satisfying his immediate interests. And so, if I were the Brookses, I would continue to follow these principles in the training of my child.—*Otis C. Trimble, Peoria, Illinois.*

The September Problem

MR. and Mrs. Brooks have answered their little girl's questions in regard to birth quite frankly ever since she first began to ask them. Gladys is now eight. Lately the subject has been somewhat prominent as the Brookses are expecting another baby, to which Gladys is looking forward eagerly along with the rest of the family. There is no doubt but that Gladys probably talked of these matters among her friends, as her parents have purposely refrained from cautioning her too largely in this regard for fear that the sense of shame might become attached to the subject for her. Her attitude is very matter-of-fact. The other day Mr. Brooks received the following letter:

"I feel it my duty as a Christian friend to call your attention to a matter that is causing most severe criticism among your friends and neighbors. It is the fact that you and your wife have been informing your little girl of many things relative to sex matters. She has been repeating what you have told her to the teachers at school, as well as telling other little children. Some mothers have forbidden their children to play with your little girl on this account. It would seem that a little child should not be informed of such delicate and confidential matters, not only for the child's sake, but for the welfare of other children with whom she may talk.—*A True Friend.*"

JOHNNY ENJOYED HIS MUSIC LESSONS, BUT THE HALF HOUR OF DAILY PRACTICE HE DETESTED.

HOW IT WAS HANDLED: As I thought over this problem it seemed to me that the fault must be mine, not Johnny's, for he had an ear for music and liked it. I recalled reading in a book on child psychology that in a short period of concentrated effort more is accomplished than in a longer period of trifling with work. Then I thought of the physical side of practicing and how difficult it was for an eight-year-old to sit on a high bench in one position for thirty minutes. So I cut the practice period to fifteen minutes and saw that the exercises with scales were varied by pieces which Johnny knew from memory. Johnny became so keen about his music that invariably he did practice the daily half hour, for when he came in from play before supper he often sat down at the piano and ran over the exercises and pieces that had seemed so difficult earlier in the afternoon. "Mother," he told me with amazement, "This isn't so hard after all."—*Mrs. G. J., Kansas.*

ENERGETIC, NINE-YEAR-OLD ARTHUR MANAGED, BY ENLISTING THE HELP OF THE WHOLE FAMILY, TO JUST REACH THE SCHOOL GROUNDS AS THE LAST BELL WAS SOUNDING.

HOW IT WAS HANDLED: I realized that we older members of the family were assuming a responsibility which was strictly Arthur's. I had to find his shoes and brush his coat, Big Sister had to locate his homework and his pencils, Big Brother had to help him with his tie. One day, without Arthur's knowledge, I went to call on his teacher and told her about the situation. She agreed with me that drastic measures would have to be taken to teach Arthur to take the responsibility of getting himself to school on time. That evening I casually mentioned to Arthur the desirability of each person attending to his own business, and that after all, getting to school on time was as much Arthur's business as getting to work on time was Daddy's. I gave him an old alarm clock which had been reconditioned for his exclusive use. The next morning, hearing his alarm, I went into his room and cheerfully conversed with him to make sure he was awake, and then left him to his own devices. That morning proved disastrous to his promptness program, as when he did finally go

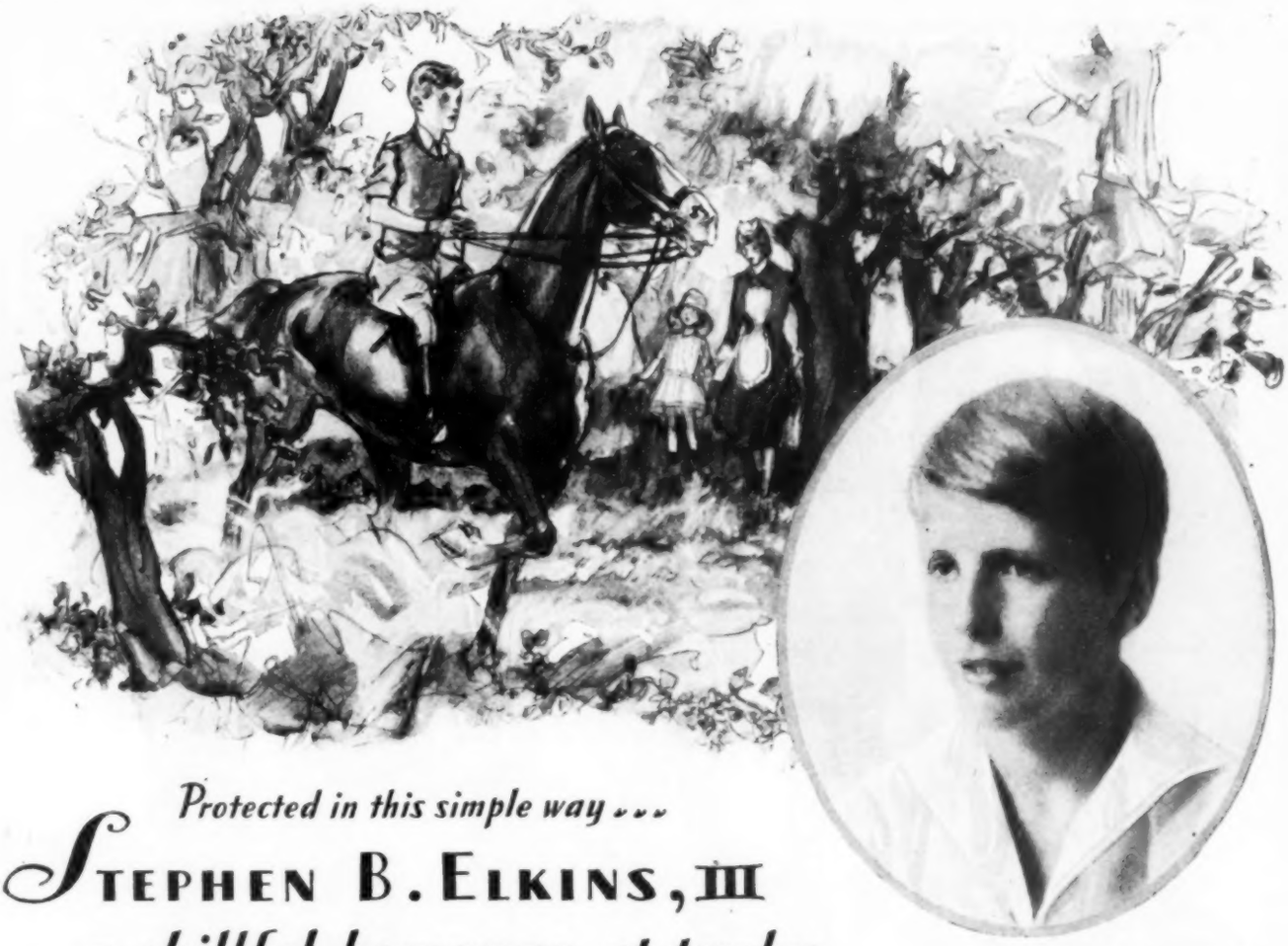
(*Turn to page* 69)

What Would You Do?

$10 for the Best Answer to the following problem

TOM, a sophomore at college, was greatly impressed by a professor of history whose radical ideas were opposed to the conservative and traditional ideas of his parents. What should the parents' attitude be toward the disturbing philosophy which Tom found so interesting?

The best 300-word solution to this problem submitted by November 20, 1929, will receive a prize of $10 and will be published on this page in an early issue. If two or more answers are of equal merit, duplicate prizes will be awarded. Address: Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*



Protected in this simple way . . .

STEPHEN B. ELKINS, III
. . . a skillful horseman at twelve

Stephen B. Elkins, III is the son of Mrs. Kenna Elkins of Washington. In this boy's family there have been eleven United States Senators

Since babyhood he's had a care all mothers can give

Stephen B. Elkins, III has a right to his quality of distinction. He comes from a long race of "gentle folk." For generations the state of West Virginia has been represented politically by an Elkins.

Stephen has all a boy's enthusiasms—books of adventure, camping, football, and above all, riding.

One reason the boy is so strong and well is that his mother has always carefully followed the advice of famous child specialists. His outdoor life is planned to give him a sturdy body. His hearty boy's appetite is led along the lines it should go.

A food to start the day right

Mrs. Elkins sees to it that Stephen stows away his due portion of the food physicians urge for growing boys and girls. *Hot, cooked* cereal. Quite naturally, it is the cereal called the children's own—Cream of Wheat.

"When Stephen was a little baby his specialist recommended Cream of Wheat," says Mrs. Elkins. "Stephen ate it regularly when he was small, and we are just as careful about it now that he is a big boy."

Today the matter of eating *hot, cooked* cereal is given new emphasis by men eminent in child care.

We recently made an investigation, in four great cities. 221 members of leading medical societies were asked their views. *Every one of them* approved Cream of Wheat.

You probably know why. It's because Cream of Wheat is abundantly rich in energy. And because it is so amazingly easy to digest.

Your boy and girl can join young Stephen in this important habit. Plan to start them off, regularly, with a good bowl of Cream of Wheat.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by The Cream of Wheat Corporation, Winnipeg. English address, Fassett & Johnson, Ltd., 86 Clerkenwell Road, London, E. C. 1.

Stephen loves camping in the Maine woods and all sports. His dog, Rowdy, is usually to be seen with him

FREE— this plan that makes children enthusiastic about their *hot, cooked* cereal at breakfast. The H. C. B. Club, with badges, pictures, gold stars, etc. A children's Hot Cereal Breakfast Club, with 734,000 participants. All material sent free, direct to your children, with sample box of Cream of Wheat. Just mail coupon to:

THE CREAM OF WHEAT CORPORATION, DEPT. W-21 MINNEAPOLIS, MINNESOTA

Name of child ..... *First name* ..... *Last name*

Street ..... *City* ..... *State* .....

To get sample of Cream of Wheat check here .....

CREAM OF WHEAT

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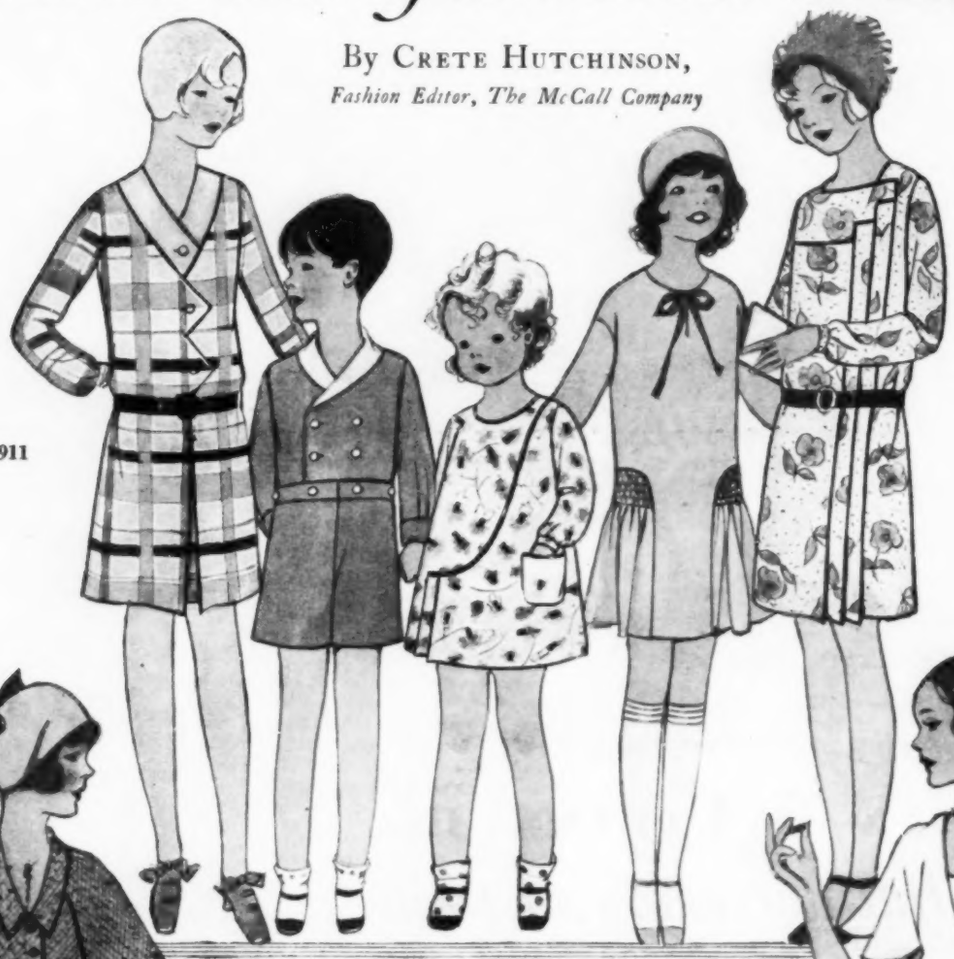
All advertisements are certified as conforming to standards on page 77.

Fashions and Fabrics for Youngsters

By Crete Hutchinson,
Fashion Editor, The McCall Company



5911 5932

5332 5914 5920

5911—Girl's dress with sleeves or sleeveless. In six sizes, 4 to 14 years. Size 10 requires 2 yards of 39-inch material.

5332—Little boy's suit with knee trousers. In four sizes from 2 to 6 years. Size six requires 2⅛ yards of 32-inch material and ⅜ of a yard of contrasting material.

5914—Child's dress with sleeves or sleeveless, and bloomers. In five sizes from 2 to 8 years. Size four requires 2⅛ yards of 35-inch material with 2 yards of contrasting bias binding.

5920—Girl's dress with or without sleeves. In six sizes from 4 to 14 years. Size eight requires 2 yards of 35-inch material.

5932—Girl's dress with or without sleeves. In six sizes from 4 to 14 years. Size twelve requires 2⅜ yards of 32-inch material with ⅝ of a yard of 35-inch contrasting material.

5928—Misses' and Juniors' dress with cape, designed for woolen fabrics. In five sizes, 12 to 20 years. Size sixteen requires 2⅝ yards of 54-inch material.

5909—Misses' and Juniors' dress with bertha and with or without sleeves, a four-piece skirt and with even or uneven lower edge. In five sizes from 12 to 20 years. Size sixteen requires 4¾ yards of 39-inch material and 2¼ yards of ribbon for the sash.

Back views are shown on page 41

5928

5909

THE new ideas in clothes for young people express an unusual sophistication this autumn. Gone is the long waisted French frock with its low placed sash and "fussy" furbelows. The waist is smartly belted and blouses are trimly decorated with bias bindings, which come ready-made, and neat braids. The fabrics are especially designed according to the age of the young person.

Autumn woolens are soft, sheer and more beautiful than ever before. They are just as easy to make up as silk or cotton and require almost no pressing. Tweed-like weaves, cashmeres, flannels of extraordinary thinness and gaily printed challies are competing with (*Turn to page* 41)

McCall Printed Patterns may be obtained from leading stores throughout the country and from The Parents' Magazine, *255 Fourth Avenue, New York, N. Y., at prices given on page* 81

Arch-Support— Supple Ease— Charming Style!

No. 193—One-strap pump, made with Black Kid, White Kid or Patent Leather.

No. 32—Gore pump, made of Black Kid* with patent leather tongue and trim, or Prado Brown Kid with Sierra Brown togue and trim.

$6 to $8.50

Many styles and patterns. Write to Dept. N for illustrated style-folder and nearest dealer's name.

* In the manufacture of our black kid shoes we use only the genuine Ruby Brand black glace kidskin, manufactured by John R. Evans & Co., Camden, N. J.

UNDOUBTEDLY the most graceful and satisfactory arch-supporting shoes for modern women.

These are the *only "Turn" shoes* made with what shoemakers call "cottage shank" construction. This provides unusually firm and beneficial support as well as a pleasing silhouette to the arch, yet retains all the lightness, daintiness, flexibility and slipper-like comfort which is found only in shoes made by the more expensive Turned process.

Slim, trim and attractively patterned in the fashionable shades of fine leathers, Prophylactic Shoes are made—as the name implies—to *prevent* many common foot-troubles and *preserve* the youthfulness of normal feet

AULT-WILLIAMSON SHOE COMPANY

Factory and Eastern Sales Division: Auburn, Me.
Western Sales Division: 416 N. 12th St., St. Louis, Mo.

THE MODERN prophylactic shoe

REG. U. S. PAT. OFF.

This mark, stamped with our trade-mark on each sole, identifies shoes made by the Goodyear Turned process.

All advertisements are certified as conforming to standards on page 77.

Feeding *the* Family

By Ruth Washburn Jordan
Food Consultant

Thanksgiving Dinners for Every One

IF Mother as well as the rest of the family is to feel thankful on Thanksgiving Day the menus must be so planned that she will not spend the entire day cooking and washing dishes. With a little foresight a large part of the work of preparation may be done the day before. The children will crack the nuts, wash and shine the apples and stuff the dates, if you have this very healthful and delicious confection. Arrange to have a dessert which can be made the previous day. Many families go to hotels or other public places for Thanksgiving and Christmas dinner in order to lighten the work at home. But attractive as such a dinner may be, there is something a little barren about it. Children love to remember, as they grow up, celebrations at home: they are among the happiest memories of family life. But be sure to let the children have their share in getting ready for them. Let them plan the decoration of the table and dining room with autumn leaves and fruit, make the place cards and, if there is no help in the home, assist with the serving of the meal. And have that meal the kind that both children and adults can enjoy. If the grown-ups have pie, see that the children have a special dessert that they will like as much as the adults like pie.

Have you ever turned Thanksgiving into a costume party with very little work? Men's handkerchiefs will make Pilgrim's caps and kerchiefs, wide white cuffs and collars of white paper and a wide belt of dark material will turn an American business man into something resembling a Pilgrim. The children will love this dressing up and can probably add color with an Indian suit or two.

While Thanksgiving is primarily a family day, it adds much to the happiness of all if some lonely person be invited to share the pleasures of the day and table with you. Make this the happiest of all family Thanksgivings!

This Month's Prize Recipe

Saice, a Bolivian Dish

(Pronounced Sigh-say)

1 lb. round steak
3 cups water
½ cup shelled peas
½ cup sliced carrots
1 large tomato (minced)
2 tablespoons minced onion
Salt and pepper to taste

Grind raw meat in chopper, add to boiling water, stir to separate the particles of meat, add tomato, onion and seasoning. Let simmer for one-half hour, then add peas and carrots and cook until tender. Serve with mashed or boiled potatoes or rice. The meat and vegetable juices are all in the delicious gravy.—*Mrs. Burt T. Hodges, Cochabamba, Bolivia.*

Recommended Recipes

Ivory Cream

¾ cup sugar
2 cups hot milk
¼ cup cold water
1 cup whipped cream
1½ tablespoons of gelatin
1 teaspoon vanilla

Add sugar to hot milk and pour over gelatin after it has first been soaked in cold water. Add vanilla when nearly cool. When beginning to thicken add whipped cream. Pour into mold and cool. May be served plain or with chocolate sauce or fruit.—*Mrs. W. G., East Poland, Maine.* (See Menu XIII.)

Peanut Butter Soup

3 tablespoons peanut butter
Salt to taste
3 cups of whole milk or equal parts of evaporated milk and water
A dash of pepper for adults

To the peanut butter add ½ cup of milk in the dish in which it is to be cooked. Heat slowly and cream thoroughly. When smooth add remainder of milk and bring to a point just below boiling, stirring constantly to keep smooth. Serve with whole wheat crackers, croutons or toast fingers.—*Mrs. M. R. I., Palo Alto, California.* (See Menu V.)

Mutton Curry

Dice left-over mutton. Make two cups of sauce by taking 1 cup of left-over gravy and 1 cup milk. Put 1 tablespoon of butter in saucepan and 1 tablespoon flour, when well blended add 1 teaspoon curry powder, mix well and add gravy and milk gradually, stirring constantly to keep smooth. Cut off the end of a small onion and with case knife scrape in as much juice as you like, season to taste and after it boils for four or five minutes add diced mutton and keep over hot water until heated. Serve with boiled brown rice, or if you haven't the brown rice, serve hashed brown potatoes or fried hominy. (See Menu VI.)

Recipe-of-the-Month Club

Send us your favorite recipes—*those that are especially good for children.* Each month we will pay $5 for the best recipe, and $1 apiece for every other recipe accepted for use on this page. Address The Recipe-of-the-Month Club, The Parents' Magazine, 255 Fourth Avenue, New York City.

Bread-Crumb Dressing

To 1 cup of dried bread crumbs add 2 tablespoons butter, 1 tablespoon chopped onion, 1 teaspoon chopped celery, 1 teaspoon salt, a dash of pepper, ¼ teaspoon thyme, ½ teaspoon chopped parsley and 2 tablespoons of liquid, milk or stock. Put butter in frying pan, when melted add onion and cook gently until tender and yellow. Add bread crumbs and seasonings and mix well. Add liquid and fry until slightly yellow. If you like it more moist, a well-beaten egg may be added. (See Menu II.)

Thanksgiving Birds

Have round steak cut ½ inch thick and in slices about the size of one's hand. Sprinkle with salt and cover each piece with a layer of good bread-crumb dressing, roll like jelly roll and tie with string. Brown each bird in good drippings, then add 1 or 2 onions sliced fine, turn fire low and cook until onions are yellow and tender, add very little hot water and simmer until the meat is tender. Lift to platter and remove strings. Decorate with parsley and serve at once. (See Menu IV.)

(*Turn to page* 40)

ALWAYS ACTIVE MEANS ALWAYS HEALTHY

EXTRA-ACTIVE Children

need extra-energy nourishment

Here is an ideal food-and-drink for keeping children strong and well

EVERY minute full of something new . . . new places . . . new games . . . new topsy-turvy laughter . . . fun round every corner. What happy days children have!

Strenuous days, too. Days of spending energy—energy that they must keep—increase—to grow strong and straight and healthy.

Watch them carefully! Make sure that they have enough sound sleep. Plenty of food that's quick to replace expended energy. Food like Borden's Chocolate Malted Milk.

Borden's Chocolate Malted Milk is more than just a drink. It's a food and drink in one. Made from the choicest wheat and barley grains and rich *whole* milk with all the original cream left in, it contains those food elements so essential for fast-growing bodies. Tissue-building proteins. Energizing carbohydrates. Bone-producing lime salts and precious vitamins.

In no chocolate drink but malted milk do you get the malt enzymes that aid digestion. The butterfat needed by growing children — by your children. Always make sure that the words *malted milk* appear on the package you buy.

Mothers everywhere have found that Borden's Chocolate Malted Milk won't spoil appetites between meals. That children need no coaxing to drink it every day.

In fact, many mothers are drinking Borden's Chocolate Malted Milk themselves. It wards off fatigue, keeps them feeling better. Buy it yourself at your grocer's or druggist's today.

It's a fact that more and more modern doctors are recommending Borden's Chocolate Malted Milk for children who are growing too fast and need extra nourishment. It stores up new energy and strength, renews exhausted tissues, as swiftly as sleep itself. Made by the Borden Company, 350 Madison Ave., New York City.

BORDEN'S CHOCOLATE MALTED MILK

All advertisements are certified as conforming to standards on page 77.

As the proud possessor of a Dixie, he forgets that he refused to drink his milk—

James R. Tohey, Dr. P. H., in an article which recently appeared in this publication, said: "Paper cups . . . decorated with attractive designs, may make the way to milk-drinking easy."

Most assuredly! Many mothers have written us that their children accept milk—and "nasty old medicine"—much more readily in a pretty Dixie than in a glass. The beauty, and the pleasant touch, and the novelty of a Dixie have doubtless much to do with that.

And we all know that the drinking glass, as the most common germ-carrier, is really dangerous in the spreading of colds and worse. Dixies in the bathroom, in the kitchen and at meals help you to guard the health of every one in your house. And, besides, Dixies save you the trouble of washing and polishing glasses—save the expense of broken tumblers and goblets.

Dixies are packed in convenient 10c and 25c cartons. Stationery, grocery, drug, department and 10c stores have them in stock, or can easily procure them for you. Very handy at afternoon and evening entertainments.

INDIVIDUAL DRINKING CUP CO., Inc.
Original Makers of the Paper Cup
EASTON, PA.

You and the children will enjoy the Dixies Circus over WJZ and Associated National Broadcasting Company Radio Stations every Friday evening.

Feeding the Family

(*Continued from page* 38)

Baked Calves' Liver

1 calf's liver
4 or 5 small slices of salt pork
1 onion minced
1 tablespoon butter
Salt and pepper
Bread-crumb dressing

Wash liver well and dry with clean cloth. Make an incision in thickest part, keeping the opening as small as possible but making the cavity as large as possible. Your butcher will probably do this for you. Fill with dressing and sew. Season liver and place in roasting pan. Lay strips of salt pork over it and pin in place with toothpicks. Add just a little boiling water and chopped onion. Roast for one hour in oven that is over 450°F. for 10 or 15 minutes, then 350° for the remaining time. This is very nice without the dressing, but in that case the liver should be larded with fine strips of the salt pork. Baste every twenty minutes and thicken gravy left in pan.

Baked Apples with Marshmallows

Select fine red apples. Core and fill centers with brown sugar and top with a dab of butter. Fill dish ¼ full of boiling water and bake until apples are tender. Just before removing from the oven place a marshmallow on top of each one and leave in oven until slightly browned.

Good Cottage Pudding

½ cup sugar
1 tablespoon butter
½ cup milk
Pinch salt
1½ teaspoons baking powder
1 egg
1 cup flour

Cream butter and sugar, add beaten egg then milk alternately with flour sifted with baking powder and salt. Bake in moderate oven 20 to 30 minutes. Serve with preserved fruits or with sliced bananas and oranges or other fruit combinations.

Cinnamon Crisps

¾ cup sugar
⅓ cup butter
2 teaspoons baking powder
½ teaspoon salt
1½ cups flour
1 teaspoon cinnamon
⅓ cup evaporated milk

Cream butter and sugar; add dry ingredients thoroughly mixed, then milk. Roll thin, cut in fancy shapes and decorate with nuts. Moderate oven.

Whole-Family Menus

Attractive to Adults, Nutritious for Children

I

THANKSGIVING DINNER

Grapefruit Cocktail
Consommé
Whole Wheat Crackers
Roast Turkey or Roast Capon
Bread-crumb Dressing
Riced Potato Gravy
Celery Cranberry Sauce
Carrots and Peas
Creamed Onions
Pumpkin Pie with Whipped Cream
Pumpkin Custards (for children)
Salted Nuts (Grown-ups)
Bon Bons

II

THANKSGIVING DINNER

Fruit Cup or Tomato Bouillon
Stuffed Leg of Mutton or Two Roasted Chickens
Bread Crumb Dressing
Gravy
Boiled Brown Rice or Mashed Potatoes
Celery Currant Jelly
Boiled Onions
Steamed Hubbard Squash
Mince Pie (Grown-ups)
Orange Gelatin with Slices of Fresh Orange and Whipped Cream (Children)
Assorted Mints

III

THANKSGIVING DINNER

Stuffed Shoulder of Lamb
Mashed Potatoes or Creamed Potatoes
Celery Red Apple Sauce
Buttered Spinach
Boiled Onions
Lemon Snow Custard Sauce (Children)
Mince Pie (Grown-ups)
Home-made Date and Fig Sweets

IV

THANKSGIVING DINNER

Thanksgiving Birds
Home-made Pickles (Grown-ups)
Cranberry Jelly
Creamed Macaroni en Casserole
Buttered String Beans
Mashed Turnips
Raisin Gingerbread with Whipped Cream
Home-made Candies
Assorted Fruits

V

Peanut Butter Soup (See Recipe)
Hashed Turkey on Toast
Buttered Spinach
Cranberry Sauce
Stewed Pears
Molasses Cookies

VI

Mutton Curry (Grown-ups)
Creamed Mutton (Children)
Boiled Rice String Beans
Apple Salad
Cream Tapioca Pudding with Jelly

VII

Baked Calves' Liver
Baked Potatoes
Creamed Onions
Tomato Salad
Peach Short Cake or Sponge Cake with Peach Jam

VIII

Broiled Steak
Southern Sweet Potatoes
Asparagus Tips Salad
Boiled Dressing
Chocolate Junket with Cream

IX

Saice (First Prize Recipe)
Boiled Potatoes
Orange and Grapefruit Salad
Whole Wheat Crackers and Cream Cheese

X

Creamed Calves' Brains on Toast
Buttered Beets
Buttered Peas
Plain Salad with Boiled Dressing
Baked Apples with Marshmallows

XI

Baked Filet of Haddock
Scalloped Tomatoes
Butter Parsley Potatoes
Cabbage Salad
Lemon Gelatin with Cream

XII

Creamed Fish en Casserole
Baked Potatoes
Buttered Spinach
Fruit Cup Cookies

XIII

Beef Loaf
Parsley Potatoes
Mashed Turnips
Grated Raw Carrot Salad
Ivory Cream, Fruit Sauce (See Recipe)

Fashions and Fabrics for Youngsters

(*Continued from page 36*)

the old stand-by, jersey. Weaves are used in combination too—jersey with tweed, flannel with challie and plain fabrics with the prints. Bindings and bands are usually contrasting in color and of a different material.

Canton crêpe is a serviceable silk and the important fall shades of brown have the advantage of being practical as well as becoming. Sheer crêpes printed in plaids, floral designs and geometric motifs on light grounds are shown in the nasturtium shades so popular during the past season. Navy blue and a very dark green are becoming colors for school. Draped and kerchief collars direct attention to an altogether new neckline.

As the new models show peplums, flared skirts and hip yokes, contrasting collars and berthas, there is an opportunity for playing with fabrics and designs that will contribute much to the pleasure of sewing.

AN attractive school dress for a girl is this one of plaid flannel. The skirt is arranged with an inverted pleat at the center front, and the shallow pointed yoke is of plain flannel that matches the lighter tone of the plaid. No. 5911.

Blue linen or a fancy tweed fashion a simple suit for the boy of six years. A contrasting collar of white linen may be made detachable. No. 5332.

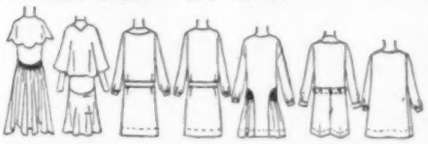
Bloomers should accompany all frocks designed for the very small girl of four. A surplice closing from right to left ends in three pleats in the skirt, and a patch pocket is outlined with binding to match the binding of the neckline and front closing. No. 5914.

This sheer crêpe gown for "dress-up" occasions is severely plain except for the shirrings at the sides of the skirt. No. 5920.

The awkward age of twelve requires a little more thought than is necessary for older or younger children. A printed cotton with simple cuffed sleeves is pleated from shoulder to hem and neatly belted with leather. Contrasting bindings finish the yoke. No. 5932.

Tweed for the cape frock is very easy to handle and braid bindings may be purchased already creased so that it is no trick to put them on by machine. A dress with a flared skirt, peplum-effect yoke, and a cape attached beneath the turn-over collar, makes a very smart street frock for Miss Fourteen. No. 5928.

An uneven hemline and very full skirt have a gay party feeling. Chiffon or georgette develop such a frock most effectively, a wide ribbon sash arranged at the side-closing of the blouse giving a smart touch. No. 5909.



5909 5928 5911 5932 5920 5332 5914

Back views of designs on page 36

24 Leading Biscuit Companies—

—from Maine to California —from northern Canada to Mexico— bring you

VEGETIZED* *Whole Wheat* WAFERS

RECOGNIZING the high obligation to supply the public with the latest improvements in food as determined by leading authorities on nutrition and dietetics, 24 of America's foremost biscuit companies are collaborating in the manufacture of Vegetized Wafers.

The vital necessity of Vegetables in the daily diet has become fully recognized during the past few years and their increased consumption is encouraged by doctors and all well-informed persons. But only recently has a practical way been found to incorporate fresh vegetables in Bakery products without the loss of their essential health-giving elements. After an exhaustive investigation, these 24 leading manufacturers recognized in the vegetization process the most outstanding development in foods in a decade.

Vegetized Wafers are delicious, non-fattening whole-wheat cookies containing milk, eggs, and vegetable shortening together with the equivalent of one-fourth of their weight in Spinach, Carrots, Celery, Lettuce and Tomatoes as grown.

Children who don't like vegetables may now be assured a constant and plentiful supply of health-protecting, body-building vegetable vitamins and mineral salts through regular eating of Vegetized Wafers. Adults who are troubled with acidosis or other digestive disturbances find the strong alkaline reaction of the vegetables in Vegetized Wafers of great benefit. Ask your doctor. He knows. Vegetized Wafers are sold by leading grocers in sanitary packages only, never in bulk.

VEGETIZED FOODS, Inc.,
Union Insurance Building, Los Angeles

One of these— 24 Leading Biscuit Companies

serves your territory and will supply you if your grocer cannot.

EAST
T. A. Huston & Co., Portland
Keebler-Weyl Baking Co. Phila.
Ontario Biscuit Co., Buffalo and Pittsburgh

CENTRAL
The Felber Biscuit Co., Columbus
Hekman Biscuit Co., Grand Rapids
Lakeside Biscuit Co., Toledo
Manchester Biscuit Co., Fargo N. D. and Sioux Falls, S. D.
Merchants Biscuit Co., Denver
Purity Biscuit Co., Salt Lake
Quality Biscuit Co., Milwaukee
Sawyer Biscuit Co., Chicago
Strietmann Biscuit Co., Cincinnati
Union Biscuit Co., St. Louis

SOUTH
Martin Biscuit Co., Birmingham, Alabama
Vories Baking Co., New Orleans

PACIFIC
Bishop & Company, Los Angeles
Mutual Biscuit Co., San Francisco
Tru-Blu Biscuit Co., Seattle, Spokane and Portland

CANADA
McCormick Biscuit Co., London, Ont. and Winnipeg, Man.

VEGETIZED—The exclusive vegetization process removes only the water from the vegetables without losing the vitamins and mineral salts. Every Vegetized Food contains these essential elements of five fresh uncooked vegetables.

Send for this Free book—An interesting free book describing the vegetization process and giving delicious recipes for the use of Vegetized Wafers and other Vegetized Foods is yours for the asking. Send the coupon.

VEGETIZED FOODS, Inc., 1P1129
Union Insurance Bldg., Los Angeles, Cal.

Please send me the free book describing the Vegetization process.

Name _____

Address _____

City _____ *State* _____

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Now.

VITAL SUMMER SUNLIGHT

in your Home all winter long

The new Westinghouse Sun Lamp produces the same vitalizing ultra-violet rays found in sunlight. Automatic . . . safe . . . attractive in appearance.

VITAL ultra-violet rays that provide luxurious daily sunbaths—without sacrifice of time—without special periods of treatment.

That is the modern advantage you can now give your whole family with the new Westinghouse Sun Lamp. The Sun Lamp produces ultra-violet rays the same as the sun itself.

Continuous, Natural Sunbaths

With the Sun Lamp in the nursery or playroom, children at play may receive the beneficial effects of sunlight in the most natural way. Starting with short exposures, the time may be increased by gradual degrees until the children acquire a healthy coat of tan.

For your *own* use, the Sun Lamp makes indoor sunbathing safe, pleasant and convenient. Its attractive appearance is a decorative asset in the finest interiors. Automatic operation eliminates all need for hazardous adjustment. The scientifically diffused rays from the Sun Lamp permit you to read or sew while sunbathing, without the use of goggles.

It will pay to investigate

Before purchasing any sunlight lamp, go and see the Westinghouse Sun Lamp. Then compare its unusual advantages and moderate cost with anything else on the market. Your dealer will be glad to arrange convenient terms. On display at department stores, electrical shops and public utility showrooms everywhere. Westinghouse Lamp Company, 150 Broadway, New York, N. Y.

Price $69.50 at the factory

TYPE S-1 LAMP

the Sunlight IN THE Westinghouse SUN LAMP

Westinghouse

SUN LAMP

Made by the makers of Westinghouse MAZDA Lamps

Preparing the First Baby for the Second

(*Continued from page* 16)

snow-on-the-ground before the new baby would be here.

And that was the end of that for several months. I confess I felt somewhat piqued that he had apparently forgotten about it, but in the fall, someone happening to mention Christmas, Peter remarked quite as a matter of fact that I was going to have a baby about that time.

"But this baby isn't going to be just mine," I said, "It's to be your baby too."

He looked at me from the corner of his eye. And I could see he was tremendously pleased. He had apparently been turning the thought over in his mind and I had been doing him a grave injustice.

AS time went on he began to notice the physical changes taking place and I began a series of debates with myself, as so many mothers before me have done, as to just how much to tell and how. Finally I told him the simple truth that the baby was in my body. If I had told him that babies came from cabbages or that storks brought them, he would have believed me much more readily. As it was he thought that I was joking. Although after a dozen reiterations he appeared to believe me, to this day he still will talk about "buying" babies until he catches my eye. And although he changes his terminology I believe he still thinks I'm a little queer in the head.

However, I did convince him that he must be gentle and that he would have to climb to places himself—that I could no longer lift him. He was most obliging and took it upon himself to police the cat, keeping him from jumping on my lap or from walking across me when I was lying down.

If Peter was to accept the baby graciously, I thought that I must first concentrate on trying to make him feel a real sense of personal possession. I explained what brothers and sisters were (you would be astonished at how little Four-and-a-Half knows of such things), and gave him a very opulent sense of ownership by always talking of "our baby" or "my baby and Peter's." I may have been quite proud that I was about to become a mother but it was a very little pride indeed in comparison with Peter's swagger because he was about to become a brother!

I showed him the baby's clothes and he thought them very funny and jolly. Wherever I could, I gave him a share in all the preparations. We grew very chummy about "our baby." Of his own accord he lavishly suggested that when he grew out of his crib he would give it to the new baby. He also settled the whole problem of the rearrangement of his room—which drawers the baby could have of his chest, where we could move his toy shelf to make room for a bassinet, how we could use his

(*Turn to page* 44)

the best **NEW** books for boys and girls *At a Saving to YOU!*

I DO THINK ALL THE BOOKS YOU SEND ARE JUST WONDER-FUL AND I ENJOY THEM VERY MUCH
THE GOLDSMITH OF FLORENCE
A Book of Great Craftsmen
LITTLE BLACK NOSE
THE CIRCUS MENAGERIE
TRUE STORIES OF INTERESTING ANIMALS
by EDWIN P. NORWOOD
DAUGHTER OF THE SEINE

ABOVE is a note from *Betty*. This is what her mother says:

"I had known for a long time that more fascinating and fine books for boys and girls are being published than ever before but I just didn't have the time to find them. I can't tell you how much I appreciate your Book Club for boys and girls. No bother to me—and Betty has just the books we want her to have."

A Special Book for Each Age

That, in brief, is the Junior Literary Guild. It is a service to busy fathers and mothers who care what their children read. A service that every month will bring to your home one outstanding new book for boys and girls.

The Junior Literary Guild supplies these fine new books for three age groups: one book is sent every month to boys and girls between the ages of 8 and 12. A second book is sent every month to girls between the ages of 12 and 16. A third book is sent every month to boys between the ages of 12 and 16. In this way, the changing interests of the growing-up years are satisfied.

Distinguished Editors Choose the Books

Carl Van Doren
Mrs. Franklin D. Roosevelt
Angelo Patri
Katherine Ulrich
Harford Powel, Jr.
Helen Ferris
Robert E. Simon
Mrs. Sidonie Gruenberg

Membership is Free

The Editors named in the box on this page have constant access to the mass of new books now being published for young readers. They will choose the best books for your children, every month, *there is no charge to you for their services.*

You pay only for the books you receive and you save money on every one of them. Actual cash saving is an outstanding advantage to you when you make your boy and your girl members of the Junior Literary Guild. By the payment of the year's membership fee, *you will often save on a single book half its retail price.*

How we can offer this to you and at the same time make the Junior Guild books the finely illustrated, cloth-bound, beautifully printed volumes that they are is fully described in our attractive new booklet for parents.

Send For An Illustrated Booklet FREE!

All of the features of Junior Guild membership, our boys' and girls' monthly magazine, the beautiful pin and all of the delightful surprises that have made the Junior Guild so popular will convince you at once that your son or daughter should be a member. Send for it without charge or obligation.

The Junior Literary Guild,
Dept. 20 P.M.
55 Fifth Avenue New York, N. Y.

THE JUNIOR LITERARY GUILD, Dept. 20 P.M.
55 Fifth Ave., New York, N. Y.

Please send me your booklet, *Young Wings*, which fully describes the plan of the Junior Literary Guild. I assume no obligation but I will consider Junior Guild membership for the young person named below.

Parent's name.....

Address.....

City.....*State*.....

Master
Miss.....*Age*.....

For Baby's Happy Hours

YOUR baby will spend many a happy hour in a comfortable Heywood-Wakefield rocker such as the one shown above. It is a true Windsor style, made with all the skill and care of our adult-size Colonial chairs. The high chair (which matches the rocker) is sturdily built, designed to prevent tipping, and is equipped with an enameled food tray which can be easily removed and cleaned. You'll find a wide variety of Heywood-Wakefield juvenile chairs and rockers at the better stores, available in light baby colors or in mahogany and other standard finishes. To be sure of the best for your baby, look for the Heywood-Wakefield label, a mark of fine furniture for more than one hundred years.

Send 6 cents to Heywood-Wakefield Company, 209 Washington Street, Boston, Mass., for a copy of our new edition of "In the Life of a Baby," a helpful book for new and prospective mothers.

Heywood-Wakefield

makers of

Baby Carriages and Juvenile Furniture

Preparing the First Baby for the Second

(*Continued from page* 42)

small table in the bathroom to put the baby's things on during bath time, and all sorts of other small readjustments. How much better to have him suggest these changes than to have me come home from the hospital and summarily move his clothes out to make room for the baby's!

There was one other measure that I took. I didn't want Peter to associate the time of the baby's coming with any discomfort. So during the time that I was to be at the hospital I arranged to have him go to stay with a friend. He loves it there and the coming of the baby associated with the holiday added one more pleasant reason for co-operation and loyalty.

One of the first things that I did while I was in the hospital was to get a number of cuts and photographs of small babies which I mailed to Peter. I wanted him to have a special announcement directly from me, and also wanted him to know exactly what to expect of a new baby, and to understand its limitations.

The day arrived when I was sitting in the arm chair at home with the new baby in my arms watching the door and waiting for Peter to come home. I had longed for this moment. And now I found myself dreading it. I did so want him to be happy about the new baby. Suppose I had failed. Suppose he were jealous. Suppose he were resentful. Suppose he felt hurt.

I HEARD his tread on the stairs and at last the door opened. With one swift glance that embraced Christopher and me, he went straight to some Christmas toys that had been sent to him and that were awaiting his homecoming in a corner beside me.

"Huh! Is that all I got! Only five things!" And he began to shout and clown, ringing the bell of his new scooter and hoodluming generally. I looked at him, relaxed, and laughed happily. For that was Peter's usual way of greeting me when he was overcome by the emotion of joy.

But in a little while he came over and shyly said, "Hello." Then he looked at the baby and into my face and smiled, trying to hold back the smile in pleased embarrassment.

"It's just like a doll," he said. "Only it's really soft."

He said it over and over again to himself. "Just like a doll. And really soft."

The next morning after his breakfast Peter saw me nurse the baby for the first time.

"Why he's eating you up!" He exclaimed.

I explained the process of lactation, that I ate the potatoes and string beans for the baby and that they became milk. I drew a few drops for him to see. I have consistently found with children, that once curiosity is appeased rumination on the subject apparently ceases. But from memories of my own child-

hood and from what I am told by others, whatever was suppressed and made mysterious immediately became hugely important and stimulated surreptitious thinking and discussion, with the most astonishing formation of incoherent conceptions.

But the few babies whom Peter had seen had all had their milk from bottles and he berated me for my radicalism quite severely. Thus does the newest generation find the artificial more natural than nature! And though I explained the superiority of my product to that of cows, he continued to be crestfallen. I discovered the reason finally. He wanted to be able to hold the bottle! So the very next time the attempt was made to give Christopher water, I let him hold the bottle, to his great satisfaction.

And so day after day I made the details of Christopher's routine clear to Peter. And made Peter's life embrace them and weave his own routine into a pattern with the new baby's. He watched with interest diapering, bathing, putting to bed, covering up, and all sorts of small details.

Today Christopher is two months old. And Peter is now intensely loyal and intensely interested. When the wayward eyes first began to focus, Peter came running wildly to me shouting, 'He looked at me! He sees me!" And now when the first faint smiles are coming and we are still wondering if perhaps they are not really "wind," he comes triumphantly and shouts, "He smiled at me!"

I can truly say that the results of my deliberate attempt to prepare Peter before the baby came and to nurture his love afterwards have borne fruit which amply repays effort. Peter's teacher tells me how often a new baby has upset and made unhappy an older brother or sister. But Peter, she says, talks always with real happiness of all the doings of his brother, and there is no sign at all of jealousy or maladjustment.

AND always I try to keep the care of the baby from interfering with Peter's rights or his former status. His life goes on as it did before, except that now he has new and rich experiences. He is learning unselfishness, not by foisting a feeling of inferiority on him through neglect, but through fostering a sense of superiority in his ability to help.

I never caress the new baby if Peter is there without a loving word to him as well. I have made it quite clear that it is only the helplessness of the new life—not a greater love—that causes me to give the baby so much more of my time and attention.

The demand of the older child for emotional safeguard is of great importance. So often we mothers pour out our love on the non-understanding new baby and withhold our sympathy where it is desperately needed by the older child.

It all becomes a question of tempering instinct with reason—the question of whether one is to be a mother cat or a mother human.

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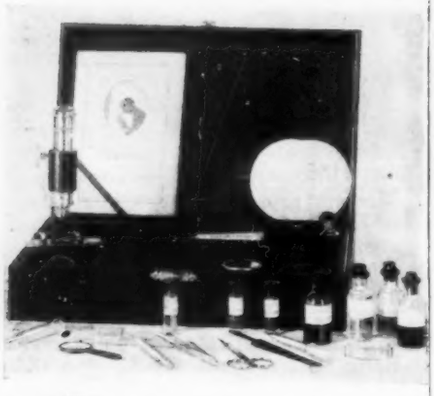

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How to Choose a Dancing School

(Continued from page 27)

The answer depends entirely upon your own values, your standards of life, and the natural aptitudes, needs and interests of your children.

In this jazz age, with our children surrounded by popular jazz music from the radio, the phonograph, in the moving picture and other theaters, it is difficult to keep them from responding, rhythmically, at least, to popular dance music. This means that many children develop marked ability, to the amusement of parents and relatives, to dance the Charleston, the Black Bottom, the Varsity Drag, or whatever type of dance happens to be popular at the moment. It means, moreover, that many children with good memories for popular songs, natural precocity and imitative ability often develop what promises to be real stage personality.

IT is usually this type of "talented" child who is most eagerly entered in schools which teach musical comedy or stage dancing. It is only fair, however, to see the whole situation clearly before selecting a school of this type. How suitable are jazz or musical comedy lyrics for interpretation by a child? The true motif behind jazz dancing is a sexual one. Musical comedy songs and dance routines presuppose a sophistication far removed from childhood.

To place a shy, frail, sensitive little girl in a stage dancing school, because her mother has a thwarted stage ambition and wants to see it fulfilled by her daughter is obviously tragic. If you are determined to make a stage star of your child, think twice before entering her in a musical comedy or stage dancing school. Consider her temperament, her health, and her vitality, because the routine of such schools is rigid and makes rather severe demands on a child's strength. If after such careful consideration you still believe that your daughter or your son is destined for the musical comedy stage, select the best stage dancing school available.

Many parents visiting dancing schools that teach acrobatics and see the marvels performed by limber little bodies of eight and ten-year-olds ask: "Are acrobatics good for children? Isn't this form of exercise too strenuous, too difficult? Won't it injure the child?" The answer is "no"—if acrobatic instruction and performance are properly supervised. The simplest forms of acrobatics, somersaults, cartwheels, handstands, backbends, are "stunts" that most youngsters often do of their own accord when they get into open spaces—beach, lawn or backyard. Acrobatics are a natural exercise to children and a perfectly normal outlet for their energies. The exercises are harmless, if properly taught, and if the child is not allowed to overtire herself practicing the "stunt." As a matter of fact, acrobatics develop a strength and a suppleness that are very desirable, provided the work is not overdone. The fact that children like to do acrobatics and consider them merely "stunts," to be willingly practiced to perfection, is evidence of the desirability of a cartwheel or a handstand as a form of physical exercise.

As an end in themselves, acrobatics and acrobatic dancing are certainly not to be considered for children, because they develop the body to the neglect of mind and spirit. As a means to an end, however, in combination with other forms of dancing that evoke response from the child's mind and spirit, acrobatics are a desirable part of a dancing school's program.

In visiting some local dancing schools, you may, no doubt, be greatly impressed by the grace and charm of tiny youngsters who can dance on their toes. Parent cannot fail to be impressed by this sort of juvenile accomplishment, particularly when they see fairly quick improvement in the child's dancing.

Because so many mothers are misled, however, by this sort of spectacular result from dancing school attendance, it is well to turn a critical eye on ballet dancing and its relation to a child's capabilities.

There is no reason why your child should not be taught ballet dancing, provided, first, that it is extremely well taught by a thoroughly competent teacher, and second, that your child is temperamentally fitted to the rigid discipline of ballet training. It is well for you to understand certain basic facts, however, about ballet dancing before sending your child to this type of school.

THE basic training for ballet dancing, at least the first two or three years, is largely mechanical and routine. It is mechanical in the sense that the child contributes nothing of her own imagination nor her own creativeness, unless done within the extreme limitations of ballet technique. She is first taught five positions of the ballet: "Put your foot so—and—so—" and this she *must* do. Then she is told: "Now do that five times, counting, one-two, one-two, one-two."

That is the sort of training ballet dancing requires. Rigid, definite routine mechanically performed. Every step must be executed just so. Everything counted—everything fixed.

It must be obvious to any parent that ballet dancing is difficult, severe and rigid, palpably unsuited to the temperament of a normal child, because no youngster can concentrate on one subject for so long a period. On visiting ballet schools, you have only to watch the weary, bored expressions of children doing this endless mechanical one-two, one-two, to notice how monotonous this type of training becomes.

Many pediatricians and modern educators oppose ballet dancing for children because of the softness and pliability of little bones, and the strain imposed upon them by ballet technique. All ballet steps are performed with outturned legs,—in fact, that is the basis

(Turn to page 48)

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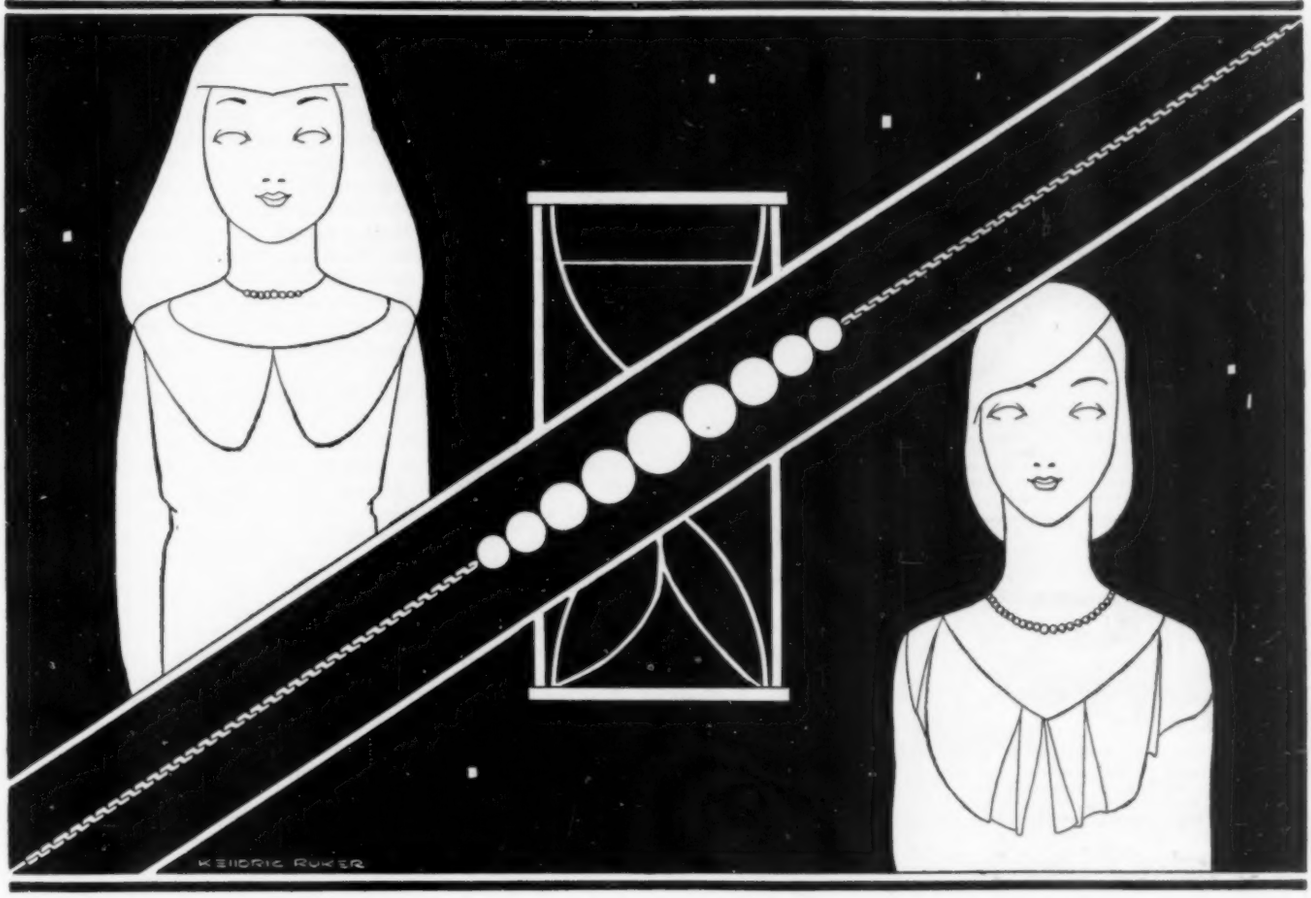

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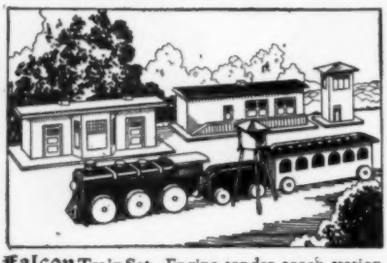

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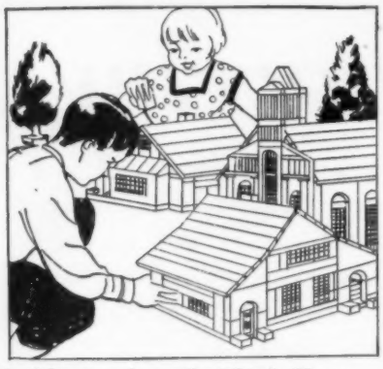

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How to Choose a Dancing School

(*Continued from page* 46)

of the entire ballet form. These leg positions when carried into everyday life produce an ugly, unnatural walk that is diametrically opposed to our modern principles of correct posture. Modern training demands that our children walk naturally, feet straight, Indian fashion, whereas ballet dancing, if not very carefully taught, promotes just the opposite type of walk.

While recognizing ballet dancing as a beautiful form of the dance, six out of ten children become permanently flat-footed as a result of ballet training. It has been definitely proved that many cases of flat feet in childhood and adult life can be traced to improper teaching of toe dancing, or to sudden cessation of toe dancing lessons. The ligaments and muscles become stretched and fail to give the foot proper arch support. Unless ballet instruction is extremely conscientious, and the child constantly reminded during a toe-lesson: "Raise your arch; turn your leg out—" there are likely to be unfortunate disfigurements.

On the other hand, toe-dancing, correctly taught by such a master, let us say, as Fokine, will *not* produce flat feet, and thousands of children who have learned it have not been affected.

IF your child is creative, active, imaginative, if she tends to rebel against rigid confinement, long concentration, mechanical routine, think twice before permitting her to learn ballet dancing. It may be hard on her nerves, as well as on her body. This does not mean that ballet dancing is injurious to all children. On the contrary, there are many who *like* to be told just what to do, where to put each foot, to count "one-two, one-two and pirouette." This is an individual matter, however, to be decided upon only after careful reflection upon your child's temperament and physical fitness for this type of training.

In considering various types of dancing, mention is made of the folk dance, although you will find that in most dancing schools, it is an incidental part of instruction. As a form of dancing, it is picturesque but adults should realize that the average youngster is incapable of knowing what it is all about. Appreciation of folk dancing can only come from an intellectual comprehension of the habits and customs of the country that has produced the particular folk dance. The average child is not sufficiently well educated for this. Moreover, as there has been developed so far no recognized type of American folk dance, the average American child has no basis for understanding, comparison and appreciation of the characteristic mood of national dances. Tommy may dance the Highland Fling in kilties, but unless he has been brought up on a Scotch tradition and has seen pictures of, perhaps, grandfather and Uncle Alec in kilts and sporan, he has not a broad enough background of Scotch history to understand just what the folk dance means.

Having considered the first four forms of dancing as taught in various modern schools, we arrive at the last two—eurythmics and natural, or interpretative, dancing. They are considered together here, not because they are the same thing, nor because they produce the same results as your child dances, but simply because eurythmics and natural dancing both aim to develop body and mind simultaneously, to give the child the benefit of personal experience in bodily and musical rhythm. Eurythmics and interpretative dancing are both "pure" in the sense that they are natural.

YOUR little boy and girl dance freely, naturally, creatively, because they are interpreting an idea. They will be taught somewhat after this fashion: "How many children have seen butterflies? Who can describe one?" Mary Louise, eyes shining, tells of her experience trying to catch one on the farm last summer:—"and it was a big yellow one with brown spots." After discussing butterflies and permitting the children to ask questions, the teacher may bring out a book with many butterfly illustrations. These the children examine and discuss with lively interest.

"Now let's all be butterflies. What kind are you going to be Mary Louise? You Jack?" "That lovely blue one, sitting on the rose—" Mary Louise illustrates, her arms turned into wings. Each child tells exactly what kind of butterfly he is to be, what color, and what he, as a butterfly, is going to do. Each one starts to dance, therefore, with a definite idea in mind.

The music may, perhaps, be the "Butterfly Etude" by Chopin. At the different motifs in the music, the teacher asks: "What is the butterfly doing now?"—and at different intervals, the children picture the butterfly flying, poising on a flower, lighting on the ground. The little group stands in a circle, and there is brief discussion of how the wings move, how one starts "flying" with heads and spirits lifted up, up. Then, music—and the children are dancing, lightly, naturally, little bodies interpreting their individual ideas of the butterfly, their faces lighted, spirits lifted. Music stops; butterflies rest—but still as butterflies. Mary Louise rests on a flower, one leg extended, as if bent over it; Jack crouches; his butterfly is on the ground. Music again, and the butterflies flit.

That is natural dancing. Is it not obvious that after these children have been butterflies they have acquired several benefits? First, they have *felt* musical rhythm, and changed their butterfly interpretations to fit each new musical phrasing and changing motif. Second, their imaginations have been stimulated. They have forgotten that this is dancing school. They have completely lost self-consciousness. Mary Louise has not been Mary Louise Smith with a brace on her teeth, but a butter-

fly. She has been playing "make-believe" in a perfectly natural way, as children love to do. Next, the children have been developing physically, achieving grace, poise and better co-ordination because of running, skipping and leaping. Last, through their discussion of butterflies, they have acquired naturally several interesting biological facts about the butterfly.

This — and only this — is natural dancing, a form of creative expression so logically adapted to the temperament, abilities and natural activities of children that it can hardly be compared, as a suitable form of childhood expression, with other forms of dancing. As Havelock Ellis expressed it in his "Dance of Life": "This dancing is the loftiest, the most moving, the most beautiful of all the arts, because it is no mere translation or abstraction from life—it is life itself."

IT should be pointed out lest many mothers misunderstand, that because natural dancing *is* natural it is not without a definite technique. There is, of course, a technique to interpretative dancing, as to other forms, but in teaching children, educators consider it much less important than motivation for the movement. In other words, it is not so important that Mary Louise keep her back knee stiff as she leaps as that she really expresses, without self-consciousness, her idea of a butterfly flitting from flower to flower.

From this discussion of eurythmics and natural dancing, it is not suggested that these are the only desirable forms of dancing for children to learn, nor, if your child is learning other types of dancing that you immediately remove her from the school. You may prefer that your child learn ballet, stage, or other types of dancing, and be perfectly justified in your preferences.

It is merely pointed out that educators consider natural dancing as an excellent beginning, or basis for all other forms of specialized dance training. Little boys or girls who start out to dance naturally will develop physically, mentally and spiritually, and carry the benefits far into adult life. They may not come home from dancing school able to "show off" or to "do a stunt," but you may be sure that they have derived real benefit from this natural training.

In all this discussion of dance education, no mention has been made of social dancing. Lest some parent wonder when her girl or boy should learn to acquire ballroom technique, it is pointed out briefly that there is no need for this training until the child is of adolescent age. Then, it is both important and desirable that boys and girls of thirteen or fourteen learn modern dancing, not in side-walk or dance-hall fashion, but correctly, and with dignity.

Let your child be taught to dance naturally, then, just as modern education teaches him to read, to write, to express himself naturally. You will see the results in a more attractive child, physically, mentally and spiritually.

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Getting Your Boy Ready for Adolescence

(*Continued from page 17*)

control during early grammar school years, will increase in spite of all efforts during adolescence; that foot arches, which have been perfectly able to support the body will give way and fall; and that disturbances of the growth-cartilages of bone are incident to this period. Also, latent tuberculosis may flare up; certain inevitable mental diseases may become definite at this time; ideas and ideals are easily swayed and wrongly fixed; standards and purposes are easily diverted; self-confidence is easily shaken—in fact, the basis for many of the complexes of adult life is laid in the early teen age.

WHAT can parents do in the years preceding their son's adolescence to fortify him for his exacting ordeal? The answer is simple: They can build his nutrition up to its highest possible point and maintain it there; they can endeavor to realize and understand his psychological state, and help him crystallize substantial thoughts, purposes, and beliefs out of his delicately balanced and easily influenced jumble of ideas.

Considering the physical first, what is the criterion of a child's state of *nutrition?* Is it not a *readiness to meet the strains of living?* Well, then, our pre-adolescent boy must be brought to the point where he is prepared to meet all the ordinary strains of living, with the addition of a reverse for the extra strains of the period of softening and change. As details in the process of securing this desired nutritional state, the following are most important:

Keep him *regular in all things.* Regularity is the first demand of nature. Regular rest, play, food, and elimination are her watchwords. An irregular program is a seldom-listed, but exceedingly potent cause of malnutrition.

In the doctor's office the young boy with "chronic appendicitis" is often found to be a consumer of all kinds of food at all hours, the sallow lad without appetite is found to be neglecting nature's demands for regular elimination at an established hour every day, and the underweight chap with circles under his eyes is the one who reads till hours past his regular bedtime, getting seven hours sleep one night, and eleven the next. The teen-age boy is a delicate organism and is much in need of an invariable time schedule.

Keep a strict check on the balance between your boy's activity program and fatigue. Fatigue that lasts over night is not to be tolerated. Over-rest is an advantage. See that his energy account shows a good balance. Never let him overdraw on it.

Ten hours sleep is not too much for this age. And the restoring influence of an hour's complete relaxation in the midst of the day is not to be scorned as "too childish." It is the best form of treatment if he is irritable, or underweight, or drooping in posture or slower in his lessons than need be. Sometimes, much more benefit is derived from this separate hour's rest than from a sleeping period of an hour longer at night. Thus, eight or nine hours at night and one hour in the afternoon often do more good than nine or ten hours at night. Individual needs for sleep vary and the right quantity is determined only by trial and results. But bedtime and rest time should always be the same as far as is humanly possible.

Make all efforts to see that his calcium-phosphorus supply and metabolism are adequate. This means that he should have milk, vegetables, fruits, meat, and cereals in logical abundance and proportion, plus plenty of sunshine, and fresh air twenty-four hours a day.

A good easy rule for diet is this: Fresh vegetables (at least one green) besides potatoes or rice, at least two servings daily; whole grain cereals, in the form of bread, hot or cold breakfast foods, at least two servings daily; milk, at least two glasses daily; fruit, fresh or stewed, at least two servings daily; meat or eggs, one serving daily, with one of the whole-celled meats (liver, brains, sweetbreads, kidneys) once weekly. From these sources, satisfactory chemical materials will be gained together with vitamins necessary to bring about their combination. All that is needed in addition is plenty of sunshine to speed up and carry to completion the various chemical reactions, water to keep materials in solution, and the oxygen of fresh air to enter into the burning process necessary to the production of energy.

See that your boy keeps *clean.* See that no irritating secretions accumulate, and that he cleanses all portions of his developing body as assiduously as he does his teeth. His skin will need the assistance of much scrubbing with hot water and soap to rid it of excessive oils secreted at this age.

HAVE a check-up made by one competent to do so, of any undesirable deviations or tendencies noted, before they develop beyond control.

So much for the physical. Now for the psychological: Who has not stood and watched with interest the pouring of concrete for sidewalks, pillars, and stanchions, and the deft movements of the workers in leveling and fashioning and smoothing the still soft, semi-fluid, responsive substance to their needs? And who has not returned the next day to wonder at the enormous strength and solidity, and the surprisingly attractive appearance of what only a few hours before was a most unprepossessing mass? So with the mind of the boy of early teens. Though the outward manifestation may in many cases be rough and even crude, still inherent within are rugged strength, and the potentials of fineness and beauty. And as concrete is sensitive to the touch of the trowel, preserving indefinitely the lightest stroke, so is the boy's mind above all things *sensitive* to influences about it, and easily turned in one

direction or another by even the lightest pressure of opinion or example.

Accomplishment is our boy's fetish. The man or older boy who has accomplished or can accomplish is his idol. The nature of the accomplishment does not matter so much, though heroics are usually preferred. But anyone who can do something he can't, from smoking a cigarette or "playing hookey" to flying the Atlantic, commands his admiration, and stimulates his emulation. The desirability of the accomplishment according to adult standards, influences the boy but little, since he is only now laying a background for determining his own conception of desirability. Dad's or Mother's standards he no longer accepts as infallible. He must find out for himself. And because he is becoming capable of new experiences and insists on them, parents often become impatient and sharp, and unsympathetic—and by so doing soon lose their influence. They resent the fact that their boy passing through this "awkward age" is loud and boisterous and socially impossible. What they often fail to realize is that he uses brusqueness to hide inner feelings so sensitive that the slightest breath of ridicule will set them shivering. Not infrequently, the boy, admiring accomplishment and capability, senses his own deficiencies along these lines, and as a defense reaction, puts on such a bold front that he makes almost a bully out of himself. The early stirrings of manhood demand that he be recognized. His manner of demanding recognition often distresses his parents.

AND how is this rough, raw, psychological material to be dealt with? How are parents to conserve, protect and mold it?

First of all, they should try to understand the boy's condition. Realize that fast-growing and fast-developing ideas, like tissues, are unstable and sensitive to an extreme degree. Appreciate this sensitiveness; sympathize with it; cherish it; and if possible, appeal to it as a natural guiding influence for good. Inflict no mental wounds by reactions of impatience, for not only may feelings be hurt in this way but general physical health also may suffer. An unhappy boy is hardly ever a thoroughly well boy.

Keep his confidence. Never lose it, because it is almost impossible to regain. As he begins to learn that Father and Mother are not infallible, assist him to find further authority and guidance, and learn with him from these sources.

Lead—do not drive. Forbid as little as possible. Unclosed gates and unfenced fields have but little lure.

Let him tame himself—do not try to domesticate him too rapidly. Help him to follow his interests, be they gym, swimming tank, work-shop, baseball diamond, or airport.

Keep his mind actively occupied: scouting, summer camps, school activities, constructive play material, and frank answers to his questions.

Such a program will give the boy the best possible preparation for the trying period of adolescence.

BRUNSWICK
JUNIOR PLAYMATE
$7.50

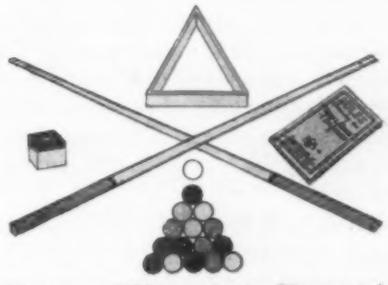
Size 22½ x 42½ inches
Five Other Sizes
$13.50 to $100.00
Prices Slightly Higher West of Denver and in Canada.

Make Your Youngsters the Happiest in the World

GIVE your children a *real* Billiard Table for Christmas—made by Brunswick—the world's oldest and largest Manufacturers of the standard Tables you find in Y. M. C. A.'s, Clubs, Recreation Centers, etc.

Scientifically scaled down to fit your youngsters' height and reach, the Junior Playmate has folding legs and complete equipment. No extras to buy. There are Cues, Balls, everything—built to exact proportions to give proper playing conditions.

You can instantly identify the Junior Playmate by its rich mahogany finish and the Brunswick trademark on the rail.



Give your children a Junior Playmate this Christmas. Mail the coupon below for the Junior Playmate Catalog showing various sizes of Brunswick Junior Playmate Billiard Tables, as well as many other specially designed Brunswick Home Tables.

THIS SERVICE COSTS NOTHING!

SEND THIS COUPON TODAY!

Equipment with a Brunswick Junior Playmate Billiard Table consists of—two Cues, a cube of Cue Chalk, a regulation Rack, fifteen colored and numbered Pocket Billiard Balls, a White Cue Ball or Shooter, and a Book containing all the Rules and full directions for the many games that can be played on a Brunswick Junior Playmate Billiard Table.

THE BRUNSWICK-BALKE-COLLENDER CO.,
Dept. 165, 623-633 So. Wabash Ave., Chicago, Ill.

Send me free copy of the Brunswick JUNIOR PLAYMATE Billiard Table Catalog, also the Name and Address of the nearest Brunswick Dealer.

Name .....

Street Address or R.F.D. .....

City ..... State .....

All advertisements are certified as conforming to standards on page 77.

• No colds or throat troubles this winter •

So many people dread the coming of winter because of the colds and throat troubles it brings. But if the passages of nose and throat are kept in healthy condition, your sufferings from colds will be greatly lessened.

Doctors say that lubricating these passages is a great preventive, as it wards off irritation and keeps the germs from getting a foothold.

"Vaseline" Petroleum Jelly is ideal for this purpose. It is a pure natural substance that is remarkably healing in its action. A little snuffed up the nose will spread all over the membranes and protect them against damp air, dust particles and germs.

If the voice is husky, the throat sore or rough, a little "Vaseline" Jelly taken internally will be a big help. Thousands of people have found it beneficial. It is so pure that anyone can take it internally. Lay in a supply of "Vaseline" Jelly for the winter season. It can be bought in jars or tubes for a few cents anywhere in the world. Certainly it is an easy, safe, economical preventive.

And remember, when you buy, that the trademark Vaseline on the package is your assurance that you are getting the genuine product of the Chesebrough Mfg. Co., Cons'd.

© Chesebrough Mfg. Co., Cons'd, 1929

Vaseline®

REG. U. S. PAT. OFF.

PETROLEUM JELLY

The Wheel Turns

(*Continued from page* 23)

"You want to do something better than come into the business?" repeated John Deming in a low, strange voice.

"I didn't mean to put it that way, Father. I didn't mean anything personal. You've done well—gee, I should say! Not many farmers' sons do as well as you have. But I've had more advantages, and I ought to do something—well, not so commercial—something. . . ."

"Something—better?" finished John Deming painfully. "What?"

BASHFORD hesitated. "Art," he said desperately. "I don't expect to be a great artist. I don't mean oils and exhibitions, although I'd like to do magazine illustrating sometime. Meanwhile I'm sure I could do stuff for advertising. I'm nuts about drawing and colors and designs. I thought you knew that. Don't you remember the pictures I used to make out of the files and augers and knives? And the posters I've made for the store windows? I thought you'd know."

"I remember," said John Deming with stiff lips. "That was why I thought —But you want—to go to art school?"

The boy nodded eagerly. "I was going to speak to you about it. I—I just put it off."

"I see. Well, we'll have to arrange it. We'll talk about it—very soon."

But when Bashford had gone out and closed the door, John Deming continued to sit there, not moving, trying to accustom himself to a shock that was paralyzing. He knew now how much he had counted on a continued and close companionship with his son, on a business association that would be deepened and vitalized by the tie of blood.

But how mistaken he had been! Those hours when he had watched Bashford as a little boy forming pictures with files and bits, saws and chisels, and explaining them with a child's extravagant imagination! He had fatuously supposed it presaged an interest in the articles themselves, while all the time it was only one manifestation of a creative taste that was destined to frustrate the very hopes it had roused. And the posters! He had been mistaken about those, too.

"Better!" In the midst of his suffering, that word rankled with an especial barb. Bashford wanted to do something better than he, John Deming, had done—counted him almost a failure compared with the success he intended to make of himself.

John Deming glanced through his office window out into the store which his energy and thrift had built up. He saw the straight aisles, sprinkled to keep down the heat; the glass cases of shining steel tools; the shelves and drawers along the walls, labeled neatly with the stock they held; the customers drifting in; the air of prosperity and efficiency.

And Bashford called this a poor enterprise, to be treated with tolerance. Not a worthy opening for a young man.

Better! Bashford wanted to do something better.

When John Deming went home that night his feelings were still in turmoil. He dreaded to meet his wife, his son. On impulse he skirted the house and went into the back yard, for he had a few minutes before supper time. He wandered down to the end of the garden and paced back and forth under the apple trees, out of range of the house.

He was hurt. There was no denying it. It was absurd that a grown man should be so injured by the chance remark of a youth, but there it was. His son, a lad not yet seventeen, had been appraising him with a condescension kindly but obvious.

Aquiver with sensitiveness, he felt as if the accomplishment of his manhood had been swept away from him, lay scattered in futile fragments beyond redeeming. In the eyes of the new generation he counted for nothing. As the parent of a young child, he had had authority and the dignity of superior experience; but as the parent of a grown son, he had become a negligible figure, to be outdistanced as speedily as possible by a young person of ambition. It hurt.

He was standing by the fence now, looking off toward the river that wound around into the village a short way off; then his eyes lifted to the hilly pasture beyond, where two horses were cropping the grass. The heat of the day was lessening, so that it was pleasant to gaze off over the sunlit fields that bordered this end of town. Butterflies were hovering in the red clover; a bobolink, with flutey notes of joy, slid down through the air to a yellow head of goldenrod that swayed madly with the delicate weight. Someone was mowing a lawn; the mower stuttered tinklingly, stopped, stuttered again. Housewives were getting supper. One could hear the closing of an oven door, the clinking of spoons, the subdued clatter of dishes.

SUDDENLY the bitter thoughts stopped whirling in John Deming's mind, and a strange numbness separated him from his surroundings. His breath scarcely stirred. It was as if he had ceased to live, in order to re-live a fraction of his own experience twenty-five years ago. His senses had translated this scene into a scene out of his boyhood. One merged confusingly with the other.

The click of the lawn mower became the click of the mowing machine on the farm. The horses on the hillside . . . the preparations for the evening meal . . . clatter of dishes and clank of spoons . . . bobolink in the meadow . . . time his mother would be getting supper . . . his father stopping work in the hayfield . . . his father driving the mowing machine, cutterbar lifted, over the hard dirt road toward the house . . . he following with the scythe . . . the thoughts in his mind . . . how to tell his parents

(*Turn to page* 54)

"I *like* Spinach *cooked like this!*"

A CHILD may be a regular little imp when she's well, but you wouldn't have her otherwise for the world. Keep her well-fed and you help her to remain well.

The menus given here are for dinners that delight children, please grown-ups, and may well comprise the "family" servings.

Here, interesting things are done to fruits—to vegetables—with a little sugar as a flavor.

A little sugar belongs in any program for well-balanced, well-flavored food. Sugar at breakfast with the cereals and fruits—at lunch and dinner with the fruits and desserts (sweet desserts lessen the desire to eat between meals). And always a dash of sugar counts in the preparation of vegetables, since the discovery has been made that a little sugar does away with the blandness of a vegetable's flavor without making it taste sweet.

The recipes starred on the menus will be sent gladly on request. They are unusual, and their flavors combine with the other flavors on the programs.

Send for the recipes. Try the spinach in bread baskets for the little ones. They will like it. Good food promotes good health.

The Sugar Institute, 129 Front Street, New York City.

Menus for children, grown-ups and guests

I

Cream of Tomato Soup
*Ham Baked in Grape Juice
*Spinach in Bread Baskets
*Lemon Soufflé Whipped Cream
Milk
Coffee (for grown-ups)

II

*Roast Beef with Apricots
*Peas in Potato Nests
*Carrot Cheese Muffins
Egg Custard Cocoa
*Brownies

III

Baked Calf's or Beef's Liver
*Scalloped Sweet Potatoes and Apples
Lettuce and Egg Salad Dressing
Chocolate Mousse *Macaroons
Milk Coffee (for grown-ups)

All advertisements are certified as conforming to standards on page 77.

What's wrong with this picture?

WELL, naturally rapping one's spoon on the table is NOT good manners. But, you can't blame this youngster for his noisy enthusiasm . . . he's just seen dessert coming . . . a lovely quivery gelatin . . . and a plate of his favorite Raisin Cup Cakes!

All sorts of the enticing little cakes children love are easily and quickly made from the recipes given in the Royal Cook Book.

They are just the kind of sweets children love best . . . as part of a supper dessert . . . tucked into a corner of the lunch box . . . or to find waiting when they come running in from school "hungry as young bears".

It pays to be sure that the sweets you give your children are made of the very finest ingredients you can buy. The choice of even such an apparently small item as the baking powder is of vital importance.

You'll find that little cakes and cookies made with **Royal Baking Powder** are nourishing and wholesome, as well as delicious. For Royal, the Cream of Tartar Baking Powder, is the standard of food experts everywhere.

Royal, the Cream of Tartar Baking Powder. Absolutely pure.

FREE . . . **The Royal Cook Book gives the recipe for Raisin Cup Cakes and many other delicious little cakes you'll surely want to make. Send the coupon for your copy. It's free!**

The Royal Baking Powder Co., Dept. L
121 East 42nd Street, New York City

Please send me a free copy of the Royal Cook Book.

Name_____

Address_____

City_____ State_____

The Wheel Turns

(Continued from page 52)

that he had been offered a job as clerk in the hardware store—Foster's, it was then . . . .

While they rested on the veranda before supper, he had told his father, haltingly but firmly. . . . He could see Amos Deming as he had looked while he listened, sitting on the steps, his overalled knees loosely spread, his wide straw hat tipped back from his heated, sun-burned face, wrinkled before its time, his body slumped with utter weariness. Always he had remembered what his father had said, after a silence in which he had seemed to be revolving the matter.

"It sounds like a fine opening for you, John, my boy. Your mother and I've always hoped you'd do something pretty good."

With almost the same words his mother had met his news. They had both appeared glad with him; they had helped him get ready to go to the village to board; they had rejoiced in each step of his advancement.

BUT how had they felt? Had they divined his delight over getting away from the farm? Had they known his conviction that he was stepping up? When he had gone back to spend Sunday on the farm, they had invariably told him how proud they were of his appearance, of his steadily increasing prosperity, of the notable success of his various investments, of the car in which he often took them to ride.

He knew that old Amos Deming, more stooped now, more wrinkled and sunburned, had never tired of telling the townspeople: "My son John's done pretty good for himself." But how had he felt all these years? Had he felt that his son was glad to have passed him in the race, glad to get away from what he considered a narrow, plodding life? Had he sensed the kindly patronage of his son's visits, of the automobile rides, of the frequent presents he sent or took to the old people?

How had he felt?

This was ridiculous. John Deming forced himself out of unwelcome reverie and struck his clenched fists on the fence post as if to sever himself from recollections that he had gratuitously colored. Because there was little in common between his action twenty-five years ago and Bashford's today. He had never criticised his father, had never said he must get away because he wanted to do something better. . . . Of course he *had* done something better. Nobody could deny that. Bashford, even had pointed it out. Everybody would admit it. Yet he had never told Amos Deming that he wanted. . . .

But how had his father felt?

When John Deming went in to supper he had regained his outer control, but he did not refer to his conversation with Bashford. He was conscious of Lillian's searching glance now and then, but although he knew she guessed his perturbation, he could not talk with her about it. Not yet. He could not endure the sound of his son's words.

He started downtown the next morning without having spoken, and then he turned and came back into the house. He found Lillian in the dining room, clearing the breakfast table, and he told her.

She took it quietly, but her hand trembled on the plates she was stacking. A pulse in her throat began to throb, and when her eyes lifted to his they were filled with tears. Even the apprehension of the past few weeks had not prepared her for the devastating blow of learning that her son wanted to leave home.

"His life—must be his own," she faltered at length. "If he wants to go—"

"Of course. There's no question about that. If he wants art training, he shall have it. Only—he needn't have told me that he must do something better than—"

She smiled wanly. "Oh, John, he would have to feel that way. He shouldn't have said it—but he would have to feel that way."

Her husband frowned. Her words had brought up again that recollection of himself as a young fellow elatedly announcing his new job while Amos Deming listened, his body slumped on the veranda steps in an attitude of utter weariness, his wide straw hat tipped back from his overheated face, lined by hard work and exposure.

"What do you mean, Lillian?" he said uncomfortably. "Do you think that making advertising pictures — which may be as far as the youngster will ever get—do you think that is better than the hardware—"

"NO," she interrupted quickly. "No, John, I'm not sure that any work is better than any other, so long as it's decent. I imagine it makes very little difference what kind of work a boy selects, but it's only right he should feel that it's better than anything else. That's what fires his interest and his energy to a high pitch. It's the forward push. Maybe there wouldn't be any progress without it. But I'm sorry that Bashford—he shouldn't have said it."

"Well!" said John Deming noncommittally. "Anyhow, we'll have to let the boy go."

"Yes," she agreed in a broken voice, "he'll have to go."

John Deming picked up his hat again and started out. But at the front door he hesitated and finally turned back once more. Lillian was standing where he had left her, staring down at the table, still only partially cleared.

"Lillian, it's been a good while since we've been up to see Father, hasn't it?"

She roused. "Yes," she said. "Yes, it has. You've been so busy this summer, and so tired Sundays—and no other free time——"

"Yes, I know. But I think I can arrange it this week. Let's drive up Sunday and spend the day. I'd like to see the old man."

"Ducky Lucky"

THE SPIRIT OF MODERN JUVENILE STYLES

"Goosey Loosey"

is happily expressed in Minneapolis "M" Garments, thanks to the experience and knowledge gained in supplying infants' and children's undergarments for three generations. Minneapolis "M" Garments combine tailored fit, perfect comfort, careful finish, unusual washability and wearability with all their modern style appeal.

Every underwear need for infants and children from birth to sixteen. Infants' shirts, bands, binders, panty waists; children's union suits, waist union suits and combinations in all desired fabrics—at popular prices.

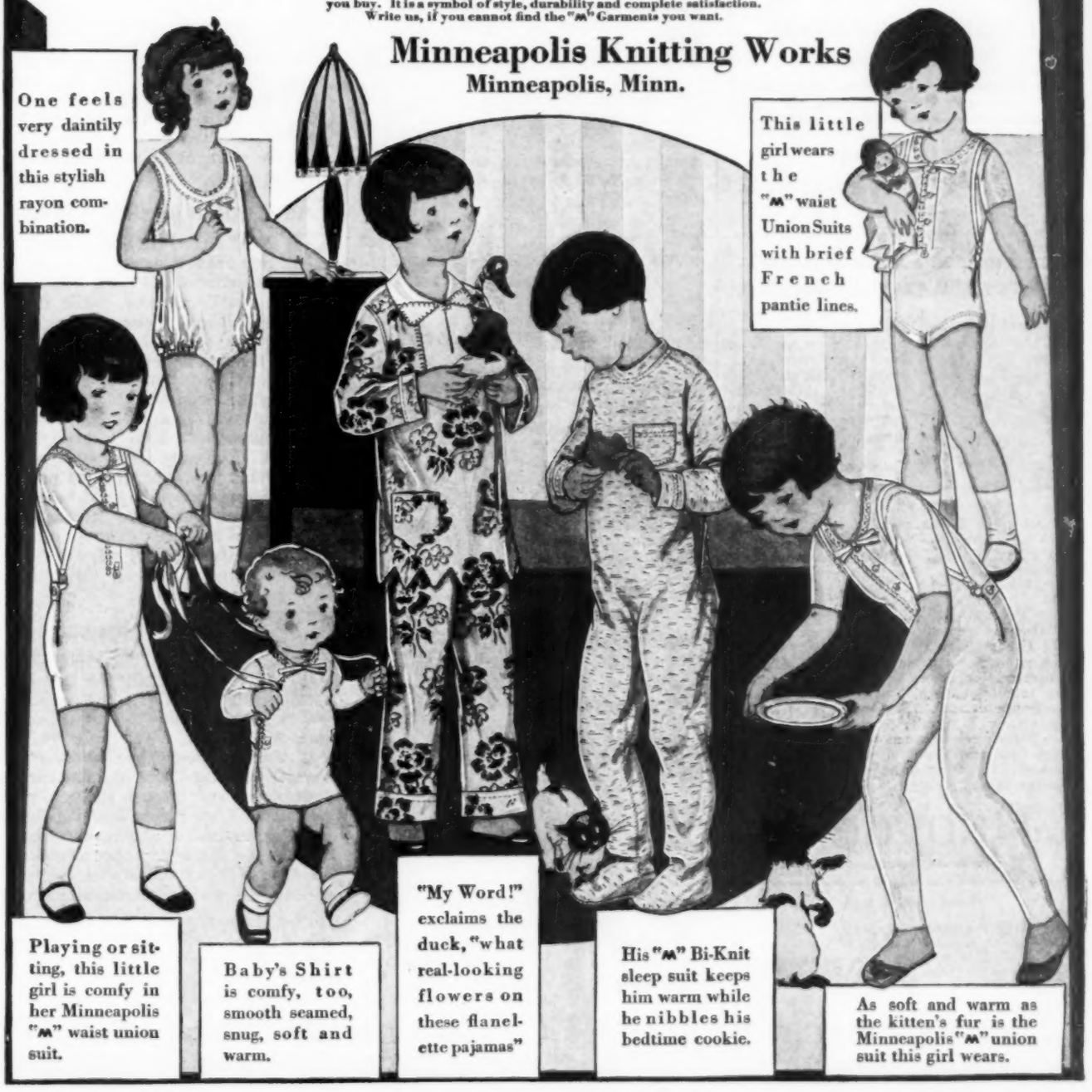
MINNEAPOLIS M GARMENTS

Modern underwear and sleeping garments for every age of childhood

Minneapolis "M" Pajamas of flowered flannelette are gay and colorful. "M" Bi-Knit Sleepers for boys and girls are made of ingenious single thickness knitted fabric with soft cotton inside and part wool outside.

Look for the Minneapolis "M" trademark in the children's garments you buy. It is a symbol of style, durability and complete satisfaction. Write us, if you cannot find the "M" Garments you want.

Minneapolis Knitting Works
Minneapolis, Minn.


One feels very daintily dressed in this stylish rayon combination.
This little girl wears the "M" waist Union Suits with brief French pantie lines.
Playing or sitting, this little girl is comfy in her Minneapolis "M" waist union suit.
Baby's Shirt is comfy, too, smooth seamed, snug, soft and warm.
"My Word!" exclaims the duck, "what real-looking flowers on these flanelette pajamas"
His "M" Bi-Knit sleep suit keeps him warm while he nibbles his bedtime cookie.
As soft and warm as the kitten's fur is the Minneapolis "M" union suit this girl wears.

5 New Juveniles

THE TOPAZ SEAL—*Edith Heal*
A story of life in the Jamestown Colony. Thrilling and colorful. Lovely illustrations $1.50

THE TREASURE OF BELDEN PLACE—*Frances Cavanah*
Two little girls hunt for a hidden treasure—and find it. Illustrations in four colors $1.25

ME AND ANDY—*Raymond Kelly*
A boy-and-dog story of today. Colorful. $1.25

"SCALLY" ALDEN—*Ada Claire Darby*
"Scally" Alden is a dear little girl of ten who decides it is out of fashion to be poor. What she does about it is typically up to date! Unusual decorations $1.50

THE CAT IN GRANDFATHER'S HOUSE—*Carl H. Grabo*
A delightful tale of fancy too good to miss. Unusual art work and an unusual binding give additional charm..... $1.50

BOOKS GOOD TO GROW ON
On sale at bookstores or write direct

LAIDLAW BROTHERS
TRADE DEPARTMENT
2001 Calumet Avenue, Chicago — 36 West 24th Street, New York

It Keeps BABY TEETH

In Perfect Condition and relieves the pain of teething

"It is over a year since I have been using Babydent on my little boy's teeth, and as I could see no stains of any kind I did not take him to the dentist until the other day. I am pleased to report—no stains of any kind in fourteen months."—Mrs. A. L. Forbes, Inspiration, Arizona.

"Babydent has made the care of baby's teeth a pleasure, its use is a real delight to him every time. It *soothes his gums* and also keeps the teeth so white."—Mrs. Maxwell Marcus, Hudson, N. Y.

* * *

Babydent comes in the form of a mild, pure Cream with a box of sanitary Finger Applicators for applying it. It enables you to correctly care for those important temporary teeth upon which lifelong health and appearance depend. Designed expressly for babies from 4 months to 4 years, it is the *only* dentifrice approved by baby specialists, physicians and dentists as safe for baby mouths. If your druggist hasn't it, mail coupon for liberal sample.

Babydent *for* BABY GUMS *and* TEETH

Send for Sample

CHILDENT COMPANY, Inc., Dept. B-13, Granville, N. Y.

Send sample of Babydent Cream with Applicator, and informative booklet on care of baby teeth and gums. I enclose 4c in stamps.

Name .....
Address .....
City ..... State.....

Pointers for Parents

Practical Suggestions Submitted by Readers

WE BELIEVE THAT children should be trained early in the use of money. Frequently we send one of our boys, aged seven and eight and a half, to the store for one or more small articles. When he goes he is given a sum of money to cover the purchase and is told whether or not to expect change back, if we know. When he returns he is supposed to account for his money. This teaches the children responsibility and care in the handling of money, especially when it belongs to other people, and also gives them valuable lessons in practical arithmetic.—*Mrs. R. L. H., Bridgeton, Me.*

"Take Five Bites!"

MY FIVE-YEAR-OLD DAUGHTER dislikes a great many vegetables. Instead of attempting to force her to eat them, I simply tell her that I want her to take just five bites (five because she is five years old), so that she will learn to like them by the time she is grown. She usually takes that much with no fuss at all. The fact that I simply offer her the number of bites to correspond with her age—four when she was four, five now that she is five, and six when she becomes six years old—seems to delight her, and she does not object at all.—*Mrs. N. K. C., Pasadena, Calif.*

A Place for Patches

IN THIS AGE of compact living quarters, I find that a box letter-file will take the place of a container twenty times its size for holding patches for the children's clothes. A few pieces like each little garment can be clipped to stiff papers and arranged in the file under the proper letter. This serves as a very convenient and efficient way to find a patch.—*Mrs. H. L. C., Franklinville, New York.*

Making an Impression

OUR TWO SMALL SONS were most careless about marring furniture. I showed them destructive marks made by their iron toys or scratches made by their heels on the chairs, and they tried to be careful, but in their play they did damage things in spite of their desire to please me. An old gentleman in the neighborhood who refinishes old furniture and is an expert workman said I might bring my two small sons to see some pieces of work he was doing. The boys were astounded when he showed them the work it takes to get the raw, planed board to the smoothness of a good piece of furniture and the marred piece back to its original beauty. He gave them some pieces of wood out of which to make small articles with their own tools and a bit of sandpaper, and from that time my two boys have had a respect for and an appreciation of every nice article of house furnishing they come across. It actually hurts them now to hear a rocker scrape the baseboard of a room or see a child carelessly throw iron toys on a table-top.—*Mrs. C. A. R., Boone, Iowa.*

Mayflower Place-cards

EACH THANKSGIVING my children look forward to making the place-cards, and incidentally I get the walnuts cracked for my cakes! They are very careful in cracking the shells to get perfect halves to make little boats. Then they melt paraffine which I have washed and saved from jelly, pour it into the nut shells, and, when almost set, stick a toothpick in each for a mast. Next they cut white writing paper into pieces about an inch and a half long and slightly narrower, upon which they write the names of the guests and the members of the family. Stuck through the toothpick masts, the paper sails give the tiny boats a *Mayflower-like* appearance and also facilitates the work of seating the guests.—*Mrs. S. H. R., South Dartmouth, Mass.*

End Your Shoestring Worries

NOTHING LOOKS more untidy than a dangling shoestring, and continuous tying takes much of mother's time, while if it is left untied it may cause an accident by tripping the child. I had considerable trouble keeping shoes, ties and so forth tied till I learned the following trick. In tying the usual finishing bow, simply wrap the second loop around the center twice, instead of putting it through once as usual. It does not affect the looks of the bow but holds it tight and prevents it from working loose. It unties as easily as an ordinary bow, as you simply take hold of the ends of the string and pull in the usual way. Try it to end your shoestring worries.—*Mrs. L. A. W., Alexandria, Mo.*

A Clever Substitute

HANG A FIVE-AND-TEN-CENT store bill file low down on the inside of a cupboard door. On this place part of a pack of soft toilet paper. Tell your children that these are their paper handkerchiefs. They will soon learn to take care of their noses and dispose of each paper properly. I am using this plan in my kindergarten and seldom need to remind a child that his nose needs attention.—*Miss H. H. C., Philadelphia, Pa.*

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every suggestion accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address Managing Editor, The Parents' Magazine, 255 *Fourth Avenue, New York, N. Y.*

MORE MOTHERS

each year treat colds *without* "DOSING"

Every mother knows that "dosing" children for colds often upsets the little ones' delicate stomachs. So, when Vicks was originated, wise mothers were first to appreciate it, because Vicks is applied *externally*, and, of course, cannot disturb the digestion.

Modern Vaporizing Ointment

Just rubbed on throat and chest, Vicks acts through the skin like a plaster, and, at the same time, the body heat releases Vicks medicated vapors which are inhaled direct to the inflamed air passages, loosening the phlegm and making the breathing easier.

Medical Trend Away from "Dosing"

Today, the whole trend of medical practice is away from needless "dosing", and Vicks is the standby for colds—of adults as well as children—in over 60 countries.

Now 26 Million!

Ever-increasing demand for this better way of treating colds is shown in the figures of the Vick slogan. Made famous when it reached "17 Million Jars Used Yearly"—later raised to "21 Million"—there are now "Over 26 Million Jars Used Yearly."

26 ~~21~~

VICKS VAPORUB

OVER ~~17~~ MILLION JARS USED YEARLY

BABY'S HEALTH

FROM the moment baby opens his eyes to the world, mother strives to safeguard HEALTH..his most precious heritage. ◆ ◆ Doo-Tee is the modern mother's staunchest friend in the endless campaign for health.

◆SCIENTIFICALLY designed, the Doo-Tee Infant Trainer must not be confused with ordinary junior toilet seats. With Doo-Tee, the child's legs are automatically held apart by the duck's head, insuring ease of evacuation and assisting in preventing constipation, the source of most ills.

"Disciplines the pleasant way"

DOO-TEE

Sold by Leading Department & Baby Stores

DOO-TEE CORPORATION
615-23rd Avenue • Oakland, California

Enclosed find check to the amount of $4.95, for which you will ship one Doo-Tee Infant Trainer. Check color desired: Pink ☐ Blue ☐ White ☐

Name _____

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Read and Heed the
Tycos
Fever Thermometer
The advance warning of a change of temperature should never be neglected. A Tycos Fever Thermometer should be instantly available in every home, especially where there are children. Send coupon below for free booklet, "Childhood, Youth, and Old Age," telling how to use the Tycos Fever Thermometer.
Taylor Instrument Companies
Rochester, N. Y., U.S.A.
Please send me Childhood, Youth, and Old Age.
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State .....

A Challenge to Parent-Teacher Associations

(*Continued from page* 15)

that orchid is the color most soothing to the soul. They protest because the principal has seen fit to have report cards issued quarterly when, since time immemorial, monthly reports have been the rule. They seem bent on registering complaint upon everything that the school authorities do. In effect, they try to take over the work and the responsibilities that belong to the principal and the teachers. Small wonder that they fail to do anything constructive and become nothing more than an organized group of meddlers.

"Parents should attend a parent-teacher meeting not to complain but to seek knowledge. They should come impelled by eagerness to learn what they can do to help the school in giving their children a truly liberal education."

ANOTHER principal considered the tendency of parents to permit personalities to enter too largely into the program as one of the main stumbling blocks in the way of a successful organization.

"I have attended innumerable meetings," he said, "where an open forum was held after the speaker of the evening had concluded. Nine times out of ten this devolved into a recital of trivial, personal complaints. One mother gets up and tells how Johnny's teacher wouldn't let him out of school at two o'clock to go on an educational excursion to the Museum of Natural History with his aunt, and expresses the belief that the school shouldn't be so strict about its rules in such a case. Or she relates a long story of how Mary's teacher disciplined her for whispering when Mary had assured her mother it was Sally who did the talking. This, of course, is fatal. Such personal differences should be settled between the teacher and the parent whom they concern. To have them brought up in a public meeting antagonizes the teachers, but worse than that, it fails to interest the parents attending the meeting.

"To interest parents you've got to get away from personalities and give them big ideas that grip their imagination and that they can apply directly to their own family problems. You've got to give them meaty, inspiring programs. If you don't, your association cannot compete with the score of other organizations that offer inspiration or entertainment to your townspeople."

Still another principal voiced the opinion that too many parent-teacher organizations expect the teachers to bear the brunt of their work. The teachers can get up "such nice, interesting programs if they only will," and the parents are quite willing to sit back and be entertained!

"But you must remember," he continued, "that dealing with problems of child training is the teacher's full-time job. In the evenings, if she is to attend meetings that touch on pedagogy in any form, it should be a lecture by an outstanding authority, who can give her real inspiration and food for thought, instead of a program which she and her associates have prepared. A Parent-Teacher Association can help the teachers in their work; they should be willing to co-operate upon occasion, but the real burden must be carried by the parents."

Probably because they were assured of the cloak of anonymity, the principals whom I interviewed talked with exceeding frankness. They gave me what, in the vernacular, would be termed "an earful" on the shortcomings of these associations whose work is enthusiastically reviewed (by their own correspondents) in the local press everywhere, and extolled to the skies in their own district sessions and conventions. I might easily devote another two full pages to the somewhat bitter accusations against these groups. But I have no desire to be too discouraging—quite the contrary—so let's draw the curtain upon their delinquencies and take up some of the constructive suggestions offered by men and women who have faith in the power for good of Parent-Teacher Associations when their efforts are directed into legitimate channels.

The most important contribution that such an organization can make to the school, according to a consensus of opinion, is to bring about a better understanding and more cordial relations between parents and teachers. This can best be attained through personal contact. Simply to have the parents and the teachers sit together in the same audience while a lecturer exhorts them from the platform does not achieve it.

One association offers this successful solution! Refreshments, after the meeting, are served at tables in the school cafeteria. Parents of children in one class sit with the teacher of that class, thus affording social contact between the particular parents and teachers who need to know each other.

A PARTY, if it is well planned and informal, can be of inestimable value in making parents and teachers acquainted. One teacher cited an instance of a sociable which achieved this objective to perfection.

"Let me tell you about the parent-teacher meeting that did more for me than any other I ever attended in my thirty-five years' experience," she said. "It was planned by the parents to welcome the teachers on their return after the summer vacation. The committee in charge had not made the mistake of trusting to luck that the party would run itself; they had gone to no end of trouble to plan a program that would break down any barriers of formality. There was one ridiculous game in which the person who was 'it' had a safety match-box lid placed on his nose and, with his hands behind him, had to go around the circle trying to push it onto the nose of another player.

(*Turn to page* 60)

Let Us Send Your Child

A 3-Day Supply of This Delicious Swiss Creation

An Utterly NEW-TYPE Food-Drink That's Both an Adventure in Deliciousness and an Education in Child-Building

Watch the Eyes Brighten; New Energy Come; Weight Increase a Pound a Week, and Nervousness Disappear!

THIS new way comes from Switzerland, the nation whose scientists have done so many remarkable things in child development.

From one end of the world to the other, mothers are adopting it. Results have been so remarkable that its use has spread over some 54 different nations.

What It Is

It is called Ovaltine; a food-drink that is utterly different in formula, taste and effect from any other known. A scientific food-concentrate not remotely to be confused with powdered chocolate, malt or cocoa "mixtures" offered as substitutes.

Developed 37 years ago by a famous Swiss scientist, Ovaltine contains, in highly concentrated form, practically *every single vital food element necessary to life.*

Due to an exclusive process, employed by no other food-drink known, it supplies those vital elements in such easily digested form that a child's system will absorb them even when digestion is impaired.

How It Acts

Some of those elements in Ovaltine such as iron, lime and phosphorus, build bone and muscle. And thus create new strength. Others build firm flesh. And thus constantly increase weight—as weight increases nervousness perceptibly decreases. Others foster richer blood and thus combat conditions of anemia. Important vitamins are supplied also to meet the body's needs. That is why results are often so astonishing.*

"Now a rosy cheeked, healthy lad"

My little boy, three years old, had rickets. I tried to build him up with vegetables, fruit juices and medicine, but he got no better. A year ago I started to give him Ovaltine. From the first he started to pick up and is now a rosy cheeked, healthy lad. He takes Ovaltine twice a day and shall continue to do so.

MRS. R. H. WESSEL,
Grand City, Staten Island, N. Y.

Digests Starches

Then, too, Ovaltine has high diastatic power. Which means the *power of digesting the undigested starches from other foods eaten.*

Thus, this scientific creation not only furnishes tremendous food energy in itself, but greatly increases the effectiveness of all starch food your child eats. Such as oatmeal, bread, potatoes, etc., which comprise over half the normal child's daily diet. Consider what this means.

Get Ovaltine at any drug or grocery store, or send coupon for three-day test. Note the difference in your child's weight; in nerve poise, in greater strength and energy. Find out, for your child's sake, what this creation means to you and yours. Give at breakfast, always. Give at meals and between meals to increase the effectiveness of ordinary diet. Results will surprise you. Delicious as a cold shake-up drink.

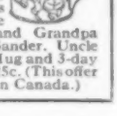
*NOTE: *Thousands of nervous people, men and women, are using Ovaltine to restore vitality when fatigued. They take it hot at night, too, to insure restful sleep. During the Great War, it was a standard ration prescribed by the Red Cross as a restorative food for invalid soldiers of all nations.*

MAIL FOR 3-DAY SUPPLY

THE WANDER CO.
180 No. Michigan Ave., Chicago, Ill.
Dept. D8

Send me your 3-day test package of Ovaltine. I enclose 10c to cover cost of packing and mailing. (Or 25c for special offer at right.)

SPECIAL OFFER



Genuine Sebring pottery mug, with colored pictures of Uncle Wiggily and Grandpa Goosey Gander. Uncle Wiggily Mug and 3-day package, 25c. (This offer not good in Canada.)

Name .....
(Please print name and address clearly)

Address .....

City ..... State .....

C (One package to a person) 526-R

OVALTINE
The Swiss Food-Drink

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BORZOI BOOKS
for BOYS *and* GIRLS

THE RUNAWAY SARDINE

told and illustrated in color
by **Emma L. Brock**

A gay, original Brittany picture book for little children. $2

The October selection of the Junior Literary Guild

THREE AND THE MOON
by **Jacques Dorey**
decorated in color and black and white
by **Boris Artzybasheff**

Old French stories of Brittany, Normandy and Provence. $3.50

THE KINGDOM AND THE POWER AND THE GLORY
Old Testament stories, *selected and decorated*
by **James Daugherty**

Selected stories for boys and girls, principally of the heroes and prophets. $2.50

MADE IN AMERICA
by **Susan Smith**
illustrated by **Harrie Wood**

Decoration for boys and girls, taking up the entire handicraft period of American history. $2

SHAMBATTLE
HOW TO PLAY WITH TOY SOLDIERS
by **Lt. Harry G. Dowdall, U. S. A.**
and **Joseph H. Gleason**
illustrated by **Alida Conover**

A game for boys of all ages. Many maps and diagrams. $2

PINOCCHIO FOR THE STAGE
dramatized and illustrated
by **Remo Bufano**

A dramatization of this old favorite, in four complete parts. $2

SOPHIE
THE STORY OF A BAD LITTLE GIRL
by **Madame De Segur**
translated by **Marguerite F. Melcher**
illustrated by **Maginel Wright Barney**

A story for little children from four to eight years. $1.75

At all book shops

CHILDRENS BOOK DEPARTMENT

ALFRED · A · KNOPF
730 FIFTH AVENUE · NEW YORK

BORZOI BOOKS

A Challenge to Parent-Teacher Associations

(*Continued from page* 58)

"I was in the center, and the first victim of my attempts happened to be the father of the worst boy in my class. We had had many a bitter battle because he invariably defended his son's misdeeds. Now I stood before him attempting the ludicrous trick of pushing a match-box onto his nose! There were chuckles all around and as my continued attempts met with failure, the laughter became uproarious. Parents and teachers laughed until the tears stood in their eyes, and the dignified president of the school board doubled up with a stitch in his side.

"The next time that man was summoned to my classroom because his son had misbehaved, we looked at each other—and laughed. The ice was broken and the usual quarrel was impossible. We got together on the subject of that boy's misdemeanors and before the end of the year we had made him a hard-working and tractable member of the class."

Obviously you can't go around trying match-box tricks on warring teachers and parents as a means of obtaining amicable relations between them. But at least this provides a vivid example of the way in which social contacts work towards harmony.

"You cannot minimize the importance of parents and teachers being on friendly terms," one principal said with conviction. "If there are so many club meetings of various kinds held every month in your town that you can't give programs and get people out to them, there is still field work to be done. For instance, small groups of women can call on their neighbors who are less interested in school work and offer to go with them to the school and introduce them to their children's teachers. They can show the mother who is inclined to resent the school nurse's notes about adenoids or sniffling noses that the school is trying to help her child and not interfere as she thinks. In a dozen different ways, groups of interested parents can do effective work toward bettering relations between parents and teachers. And nothing that an association can contribute in a material way is more important than this."

INTERESTING fathers in the school is one of the finest things a Parent-Teacher Association can do, in the opinion of still another principal. Mothers are relatively easy to attract. A "Visit Your School Week," with invitations written and taken home by the children will bring them out in droves. What's more, they're apt to thrill to new ideas in education and accept innovations cheerfully. Over the bridge table, for instance, they may have been complaining bitterly about school parties, given during the day. But they're open to reason. When the teacher explains that computing the number of quarts of ice cream that will be needed adds zest to the arithmetic lesson and that the party itself offers

If Your Children *Like Milk*, They Will *Drink* Milk.

And a sure way to make children like milk—*love* it, even—is to offer it to them with Stone's Sanitary Straws, as though it were an ice cream soda. For a straw vastly increases the goodness of milk—or any other good drink. Besides, it prevents gulping and thus aids digestion.

It's a good idea to keep Stone's Sanitary Straws always on hand. It is, in fact, the smart thing to serve all drinks with straws. Remember: *A straw makes the best drink taste better.* They are useful, too, in the sickroom.

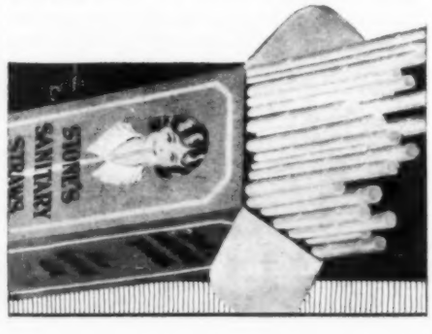
Be sure to get the handy ten-cent home package today from your druggist. If he does not have it, send us the coupon and ten cents (stamps or coin) for one package, prepaid.

STONE'S *Sanitary* **STRAWS**

STONE STRAW CORPORATION
Washington, D. C.

I am enclosing ten cents (stamps or coin), for which please send me one home package of Stone's Sanitary Straws, prepaid.

Name .....
Address .....
City ..... State .....
Druggist's Name .....
Druggist's Address .....



an opportunity for instruction in courtesy, mothers are easily sold on the idea. Fathers, in matters of education, are far more reactionary. They do not accept new-fangled notions readily, usually insisting loudly that there ought to be less nonsense and more of the three R's in the curriculum. It's little use to try to convert them by lecturing them. The system, as every successful wife knows, is to interest them first, then drop the seeds of suggestion in some subtle way. It is advisable, then, to have two or three programs a year that will have a strong pulling power for fathers.

ONE that has proved unfailing in several schools is to have the head of the traffic department of the police force of the city give a talk on safety measures. Now traffic is a subject that has real appeal for men; in spite of the number of women driving cars, they still consider it a masculine province. And it is amazing the amount of interesting comments and advice that an officer, well grounded in every angle of this modern science, will have to offer. If you are skeptical as to whether an officer can have enough to say on this subject to make a worthwhile program, here is just a hint of what one such speaker offered.

"Too many persons teach their children to look both ways before crossing the street. This is just about as sensible as telling a child to run in all directions at once; it affects his mind in exactly the same way. Many a child has been killed trying to 'look in every direction.'

"The correct way is to teach the child to look to the left before he leaves the curb; then, as he approaches the center of the street, he should look to the right. In this way he can concentrate on the stream of traffic that offers the most immediate danger. Too many people, also, make the error of telling a child to look and run. Look thoroughly, then walk, is the correct admonition. A child has a single-track mind; when he runs, he naturally forgets to look. That again is where accidents occur."

Pick an officer who knows his subject and a good program, of outstanding interest to fathers, is assured.

But programs, as I have already intimated, are only a fraction of the activities which Parent-Teacher Associations can undertake successfully. A good many reputable authorities agree that this fraction is far larger than it should be. It is quite appalling to think of the thousands of chairmen of program committees in feverish search of speakers, playlets and other entertainment. A handful of members turn out to hear Mrs. Sally Cowperthwaite, who once had a poem published in the Gainesville Gazette, talk on "The Appeal of Whittier compared with that of the Modern Poets," or to politely applaud home talent in "Susy's Awakening." And what does it profit them?

A rousing good speaker, a person who can offer facts or inspiration in a stimulating manner, is a distinct asset, but the percentage of poor programs

(*Turn to next page*)

272 Rainy Day Ideas!

WHEN the children can't play outside, when they grow restless, when they want "something to do"—just turn to these four big, tempting books and you will always find the answer. For here, in almost never-ending variety are posters and banners, caps and costumes, lanterns and kites, dolls and toys—272 things to make of simple, inexpensive materials—something new for almost every day in the year. You will find them all in the new Dennison plan.

Crafts and Projects for Home and School

There are clever little cut-outs and novelties that a child can make in an hour, and there are projects you can plan and build through a series of happy afternoons. For each object, graphic illustrations and step-by-step directions are given. And for every poster or project or costume, there is an interesting, informative story to tell while the children work.

"Crafts and Projects" is entirely new. Yet in the first few weeks after its publication it was adopted by more than 3,000 teachers for classroom use and by dozens of playground instructors. Now so many mothers have asked for it that this special offer brings it to you.

Special Approval Offer—Send Coupon

The complete plan comes to you in four big books, printed in large, clear type on fine quality paper and bound in sturdy covers. They contain, all told, 196 pages and 414 illustrations. Best of all, the cost is surprisingly small and you need send no money until the books arrive. Simply fill out and mail the coupon below. When the postman brings the books, pay him only $2.00, plus the few cents postage. Then go through the books page by page and if, for any reason, you are not delighted with them, simply return them within 10 days and we will promptly refund your money.

Dennison-craft
Dept. 128-L, Framingham, Mass.

Contents of Crafts and Projects

BOOK I
Introduction
Supplies for Craft Work
Folding Paper
Poster Flowers
Individual Flowers
Seals and Tags for Decoration
Seal Projects
Crepe Paper Vegetables
Working with Crepe Paper
Color Charts

BOOK II
Crepe Paper Cut-outs
Table Decorations and Party Favors
Holiday Decorations
Books and Lettering

BOOK III
Posters and Banners
Uniforms and Costumes
Dolls and Animated Toys
Modes of Travel
Passe Partout
Lanterns and Kites
Manual Training Cut-outs
Sealing Wax Craft
Weaving with Crepe Paper Rope

BOOK IV
Wire Dolls
Vegetable & Fruit Dolls
Occupational Dolls
Costume Dolls
Costume Posters
Projects

DENNISON'S, Dept. 128-L, Framingham, Mass.

Please send me at once by parcel post the four books containing your new Plan "School Crafts and Projects." I will pay the postman $2 in full payment, plus the few cents postage. It is understood that if I am not completely satisfied, I may return the books within 10 days and you will refund my money.

*Name*_____

*Street or R. F. D.*_____

*City*_____ *State*_____

NOTE: If you prefer or if you might not be at home when postman calls, you may send $2 (check or money order) with this coupon. Books will be sent postage prepaid. If sending $2, put X here....

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Even small children love to dress themselves in these *Smart Outdoor Clothes*

•

ZIP-ONS · with the fastener guaranteed never to stick or rust

Off to school or play—children can dress themselves in Zip-Ons

ZIP—ZIP...ZIP—ZIP. Just four swift pulls—each quick as a wink. That's all it takes to put on the complete Zip-On Suit—sport blouse and leggings to match. Instead of wiggling and fretting while you button them into their outdoor togs, youngsters gaily put on these smart little suits themselves.

Snug and warm . . . Zip-Ons protect children from those abrupt changes in temperature which doctors say greatly increase susceptibility to infection.

Zip-On outdoor togs are made of soft, durable cloths, smartly cut and beautifully tailored. The guaranteed fastener never sticks or rusts.

Zip-Ons are long-wearing and economical. They clean beautifully or may be washed.

Made in a full range of lovely colors.

Knitted bands of contrasting colors at the wrists and waist add a gay trim. Sizes 2 to 10 years. Blouses and leggings may be purchased separately.

The smart little leggings zip on so smoothly and swiftly that even small children can manage their own. Made in a variety of colors and a range of durable cloths woven to withstand hard wear.

Sold in leading stores throughout the country. Ask your favorite dealer for them. Manufacturer: Howlett & Hockmeyer Co., Inc., N.Y.C.

Comfortably and suitably dressed for play —in smart little Zip-On outdoor togs

ZIP-ON

Trade-mark Reg. U. S. Pat. Office

Above label in every genuine Zip-On garment—insist on seeing it, for Zip-Ons are guaranteed to satisfy

ZIP-ON

LEGGINGS · · BLOUSES · · SETS

A Challenge to Parent-Teacher Associations

(*Continued from page 61*)

presented is pathetic. It accounts for the demise of any number of Parent-Teacher Association groups.

In this connection I want to call your attention to the fact that very valuable and interesting programs for Parent-Teacher Associations may be obtained by applying to THE PARENTS' MAGAZINE. These programs, which are attractively printed, assign a subject for each month, this subject referring to an article which appears in the magazine of the corresponding month. In connection with the article there is a study program. It is a simple procedure for the leader to first read the article aloud to her group, then take up the study outline which presents questions for the members of the group to answer, problems for them to discuss and collateral reading on which they are asked to report. By using this program—any number of which are supplied free on request—a group is assured of an intensely interesting and worth-while meeting without the difficulty of getting an outside speaker.

Important as meetings of the group are, they are not, of course, the only preoccupation of a Parent-Teacher Association. There are all sorts of projects in which the group may engage.

PRINCIPALS believe that one of the most valuable helps that Parent-Teacher Associations can render is in cutting red tape and achieving results that the principal cannot attain unassisted. Every school head of my acquaintance can cite some vivid instance to prove this statement.

The auditorium may be sadly in need of a curtain for the stage, or perhaps the basement lavatories are in an unsanitary condition. An application for action by the principal should bring forth results, but the Board of Education "regrets that funds are lacking."

A group of parents get together to discuss the matter.

"Who is chairman of the building committee?" someone asks.

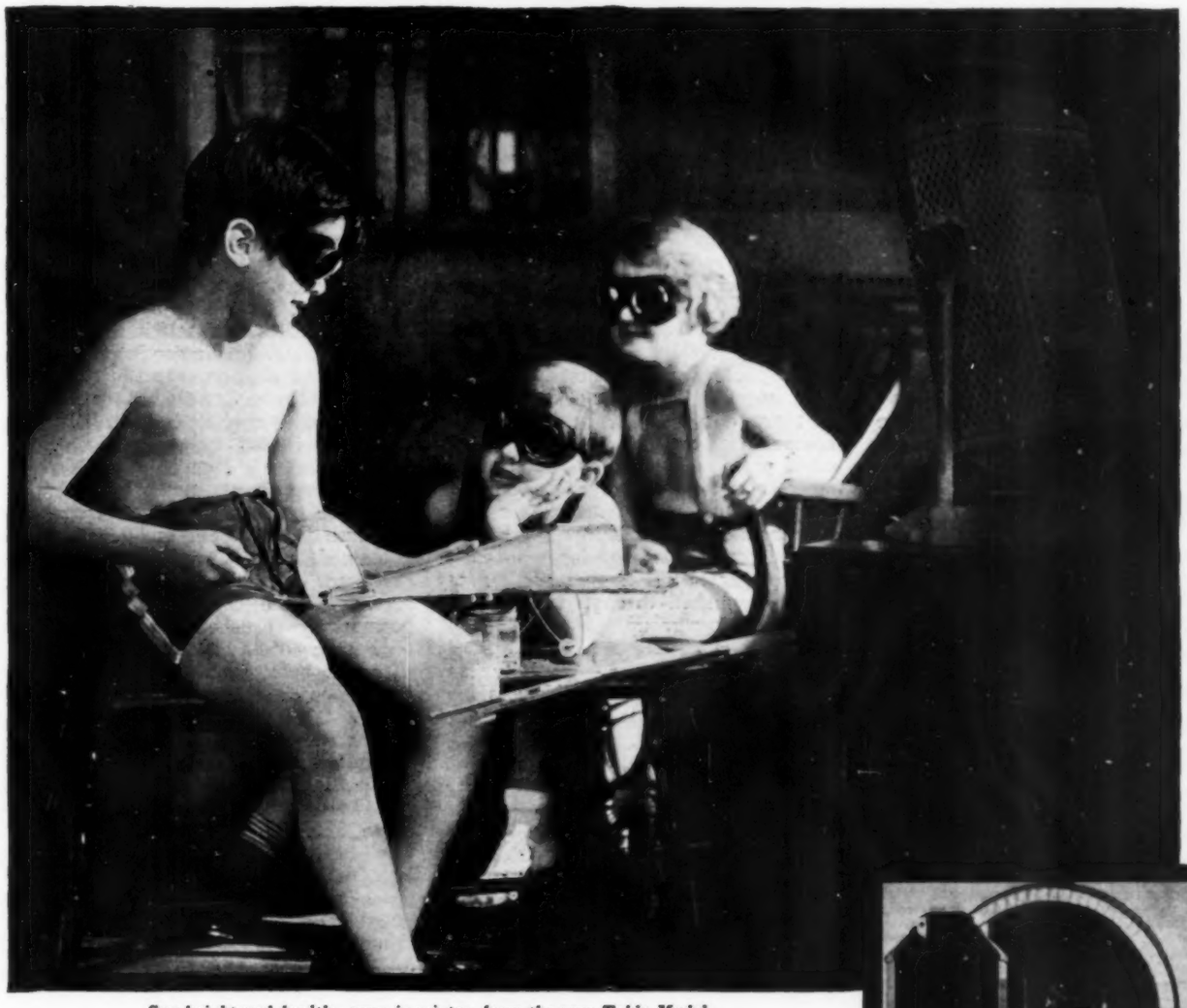
"Samuel Smith," is the answer.

"Not Sammy Smith who lives on Edgewood Place? Why I've known him since he was knee high to a grasshopper. Let *me* talk to Sammy."

Miraculously the red tape is cut. The funds appear from somewhere and soon the school gets its much needed improvements. School heads are unanimous in granting that this is a service of real value that a Parent-Teacher Association can render.

Mrs. Pitts will continue her challenge to Parent-Teacher Associations next month with an article which will discuss important activities in which country organizations may engage as contrasted with appropriate programs for city organizations. You will find in this article all sorts of practical suggestions that will increase the importance and helpfulness of your parent-teacher group.

WILL YOUR CHILDREN SUFFER FROM Sun-Starvation THIS WINTER?



Sun-heightened health—even in winter, from the new Table Model

MANY winter ailments and colds in children are due to weakening of body resistance to disease. *In winter, sunshine is weak.* It is deficient in health rays. Government statistics prove that deaths and disease increase in the winter months—when we have least sunshine.

Sunshine builds up body resistance to disease! Sunshine increases calcium metabolism. It prevents rickets in children and makes small bodies grow stronger—sturdier.

This winter thousands of mothers will give their children all the sunshine their young growing bodies require. They will place their children under the healthful rays of an Eveready Sunshine Lamp! This lamp is a *true* sunshine lamp—it gives *all* the rays in sunshine—infra-red, ultra-violet and the important luminous rays as well.

National Carbon Company, with a reputation 53 years old for the quality of its carbon and electrical products, makes and assures you of the high standard of every Eveready Sunshine Lamp. A special glass filter in these lamps screens out the harsh, shorter, unnatural ultra-violet rays not present in sunshine and keeps your children's skin soft and smooth. A time device prevents overexposure.

You will want one of these lamps for your children! You will find that Eveready Sunshine Lamps give them a new glow of health. It will produce a healthy, ruddy tan, exactly as if you had placed them under a June sun. Give them summer-time health! Go to the nearest Eveready Sunshine dealer today. Let him show you how simple and easy it is to operate one of these lamps—how easy it is to place one in your home using the Eveready Payment Plan. Priced $59.50 to $137.50.

Pay only $10 down for the New Table Model! Balance $6.50 a month for only eight months! Then it's yours. A new film called "Sunshine," free from advertising and showing the benefits of sunshine, can be obtained on short notice from National Carbon Company for any meeting of Parent-Teacher Association or other gatherings.

NATIONAL CARBON CO., INC.
Carbon Sales Division: Cleveland, Ohio
Unit of Union Carbide UCC *and Carbon Corporation*

The famous Floor Model Eveready Sunshine Lamp has brought summer-time joy to thousands of families.

EVEREADY Sunshine Lamp ® EVEREADY Sunshine Carbons

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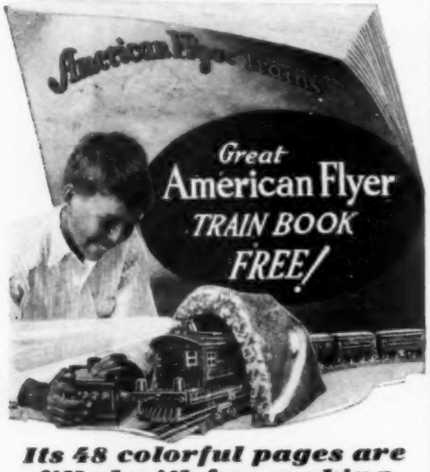
Boys, dads, mothers

—mail the coupon for this



Its 48 colorful pages are filled with fun-making ideas and suggestions

Countless thousands of boys and parents have written for the American Flyer Train Book. It not only is a textbook of railroading ideas and suggestions, but shows the complete line of American Flyer Trains and equipment. It also shows the complete line of Structo Automobile and Sand Toys, and American Flyer Airplanes. Every boy will prize the book, and most boys will keep it for permanent reference. It is the most complete catalog of high grade toys ever issued.

Choice of 7 million boys

American Flyer Trains are owned and preferred by countless alert, discriminating boys. Every boy wants one for Christmas! Dads, too, are making miniature railroads a hobby.

American Flyers are *real* trains—miniatures of the crack trains of the country. Real in every detail of design, appearance and thrilling performance. They are fascinating, interest inspiring, educational. Many exclusive fun-making features.

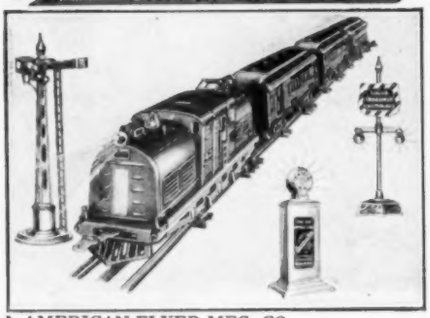
Send coupon—compare!

Get the American Flyer Book and compare. Compare the realistic designs of these trains. Compare such features as Automatic Ringing Bell, High Speed Trucks, Automatic Signals, Electrically Remote-Controlled Track Switches, Automatic Mail Bag Catcher, Triple-action Remote-Control and Automatic Track Reverse Locomotives, Individual Car Lighting, Automatic Couplings, Brass Trimmings, Enamel Colorings, Tunnels, Bridges, etc. Compare the celebrated President's Special, America's finest train, the Potomac, and the Blue Bird Trains. Remember, American Flyers concede supremacy to no other train!

Read, in next month's advertisement, how you can get a valuable Sand Car free—on American Flyer Day, December 7th. Or ask your Dealer for full particulars. Mail the coupon for Free Train Book today.

"American Flyer"

Transformer Electric Trains Mechanical Trains



AMERICAN FLYER MFG. CO.,
2228 S. Halsted St., Chicago, Ill.
Please send me, without cost, American Flyer 48-page, full-color Train Book.

Name.....
Address.....
City.....State.....

Correcting Emotional Problems Through Play

(*Continued from page* 24)

Any toy that tends to produce shock due to suddenness or intensity should be avoided. Quiet play, such as dramatic or construction play, is to be encouraged. In his construction play, the nervous child may not want to sit still long enough to complete a complicated building, or to finish coloring a large picture. Therefore first projects of this kind should be simple ones, since it is important that the child complete what he starts. If interest in such play is aroused gradually the periods of application will lengthen. Quiet forms of dramatic play include play with dolls, barnyard animals, Noah's ark, little villages (as Japanese or Indian), jointed animal circus, floor automobiles, train, steam shovel, boat, horse and wagon; also theater-play, playing store, and playing school. Care should be used in selecting toys that will not break easily, that are not too difficult and are not composed of too many small or complicated parts. The nervous child should not receive too many toys at once.

While ample opportunity for quiet play is needed it is also necessary to get a child accustomed to being with others and co-operating with them. This may be accomplished through his membership in a play group.

THE TIMID CHILD.—Timidity may be thought of as nervousness bordering on fear. It is now believed that most fears acquired. One of the major things in child training is to avoid the developing of fears and to aim for the inculcation of absolute confidence in self. If a child has developed timidity towards any situation, one should go over it again with the child, taking care to make this second experience a pleasant one. For example, fear of the dark can be overcome by playing with a child or telling him quiet stories when he is in a dark room.

The thwarting of efforts has much to do with failure to develop self-confidence. A normal child is active and wants to do things for himself. Doing too much for a child prevents his learning, and when a child has not learned to do something, he may be timid about attempting it.

As the child develops and learns to play with different kinds of toys, he becomes familiar with various kinds of manipulations. His body develops in strength as he uses muscle toys such as a slide, swing, see-saw, flying rings, parallel bars, scooter, roller skates, or digging tools. Skill in the use of his hands comes through such co-ordinations as those involved in throwing a ball, dart or quoit, as well as in aiming with gun, bow and arrow, croquet mallet, ten-pin ball, or golf stick. Blocks, tools, steel construction sets, paints and clay are illustrative of materials which aid in knowledge of the process of creating. Playing group games as ball, ping-pong, dominoes, card games, will help the timid child to develop social poise and confidence. When one knows what to do and how to do it well, timidity tends to disappear. For the timid child, playing with a group is particularly important. It would be well to aim for a gradual extension of the play group in order to get the child accustomed to meeting many people.

After providing variety in playthings and in play companions one should aim to build habits of success. Success strengthens confidence and tends to rout fear. Start with something the child can do with no chance of fear or failure entering in, and gradually work on the confidence established by introducing more and more difficult play.

THE IRRITABLE CHILD—We may think of irritability as a nervous tendency manifesting itself in the direction of anger. Anger is more intense though usually of shorter duration, but both have the same general basis—thwarting. Anger may leave an after effect in the form of irritability. Interference with the spontaneous working out of a strong urge or desire reflects itself in more or less prolonged irritability because the pleasant end-result is not obtained. If the thwarting of desires is frequent, general irritability may be the result—if the child does not become completely crushed and indifferent.

People often snatch things away from a baby when he carries to his mouth objects he should not have. As a result the normal baby cries and displays anger. Such early experiences can be avoided by providing a play yard and other safe places for the baby to play where he is given only toys suitable for him to handle and even put into his mouth. If, by chance, he does get hold of something he should not have, one should try to get him to attend to another attractive object and then substitute that object for the undesirable one. One child may snatch a toy from another child, which naturally leads to an expression of anger in the latter. Such a situation has to be treated carefully. If an adult in turn takes the toy from the child who now has it, that child will probably fly into a rage. But, of course, he should not be allowed to keep it. Perhaps another toy can be substituted and interest directed to another form of play. If children are near the same age, it may be advisable, when they are small, to provide the same kind of toys for each child. Gradually the idea of joint play and sharing toys can be developed.

Teasing has a strong influence in producing irritability. Uncomplimentary remarks about oneself hurt. Partiality to another child in the home or in school makes a child resentful towards the one who shows the partiality and irritable in his presence. He is also apt to react unpleasantly toward the other child.

THE CRY-BABY—The cry-baby is the product of too much petting, usually of too much maternal affection. Oversensitive and easily hurt, he cannot take his part in a group. The cry-baby uses tears as a means to excite sympathy and

the habit grows on him so that when he is with other children tears come on the slightest provocation. Obviously such a child is ill-adapted to a play group.

In order to cure the cry-baby, there is just one thing to do: cut the apron strings! Refuse to comfort the child who has not been able to get along with playmates. Make it necessary for him to defend himself and become a recognized member of the group. When the child stops crying the children will cease to tease him and to impose upon him. Perhaps his popularity can be furthered if he possesses attractive play equipment which he is willing to share with the group. This may take the form of football or baseball equipment, a bowling game, croquet set or other new game or toy.

THE BASHFUL CHILD—Bashfulness represents failure in adequately meeting people and in making social adjustments, due to emotional inhibition. The bashful child is sensitive, self-conscious, quiet, and ill-at-ease in the presence of others. He is uncertain of the appropriate action in strange situations. This produces mild emotional disturbance which checks free activity. He can say little or nothing. For such situations he does not have habitual reactions that will help him.

Actions must be spontaneous to fit into the activity of a group. When one is thoroughly familiar with the members of the group and has formed habits of reacting as one of that group he is at ease. But if he feels uneasy with any individual because he has not yet learned the best way of getting along with him, he will feel shy with him and in a group where he is present. When one knows what to do or what he is expected to do, he will usually be happy in a group, but as soon as he is uncertain of his procedure, he may become socially awkward or bashful. This emphasizes the need of arranging for a child to be made a part of a play group as early as possible and of gradually accustoming him to engage in the activities of larger groups as well as in meeting new people. A sand-pile or slide may provide a basis for group play for the little child. Toy equipment like that of the other children of the neighborhood makes it possible for a child to become a member of the group that is playing house, or Indian, or riding velocipedes, or roller skating. Gradually games can be introduced which are interesting only as they are shared: bean-bag, ring toss, magnetic fish pond, tiddledywinks, lotto, racing games, etc., as well as various forms of ball games.

Bashfulness may grow out of a feeling of inferiority. An appreciation of greater ability in another develops lack of confidence in oneself. When a child feels ashamed of his personal appearance, of his home conditions, of his toys, of his lack of ability to read or throw a ball, or of his speech, bashfulness is inevitably the result. The parent who recognizes this feeling in a child would do well to aim to provide him with things which are at least equal to those of the average of his group.

(*Turn to next page*)

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Correcting Emotional Problems Through Play

(*Continued from page 65*)

One should bear in mind that a bashful child is not necessarily timid. At times older persons cater to bashfulness by not creating situations to overcome it. If a leader is to be chosen among the children, the bashful child is usually not considered, although this child wants recognition as well as the others. It would be very helpful to him to be given responsibility, such as being made leader in a group game.

THE INDIFFERENT CHILD—A child may fail to respond to normal emotional appeals. There is a sameness of interest and that interest is very mild. The really indifferent child manifests no strong likes or dislikes. Plans for an automobile trip do not arouse his enthusiasm. The new hat or new toy is accepted with no evidence of pleasure. We expect a normal child to show interest in new experiences. We have observed, however, that most children who are called indifferent are called this because they fail to show interests that are expected—i.e., along the line in which an effort is being made to arouse interest. The so-called indifferent child, then, shows likes and dislikes, but certain expected interests are missing—perhaps in school work, in sports or in his personal appearance.

IT has been noticed that children of superior intelligence are apt to become indifferent towards things that ordinarily arouse interest in children of their age. This is because physical and emotional development have not kept pace with the mental. They have outgrown many of the play interests of children of their own age and yet do not have the motor development to engage in sports with children of their intellectual level, nor do they have the social interests of the latter age. The ideal would be to provide playmates who also are superior in intelligence so that within the playground there will be near equality of both physical and mental abilities. When this cannot be done, it is better for the superior child to play with the group nearer his actual age. With them he can become interested in active games, in social games and perhaps in constructive play, and because of his higher intelligence, he can be expected to become a leader in such a group. One has always to consider that probably some of the play interests of this group will seem childish to him, and he should not be forced to take part in such activities. It would be well at such times to provide toys and games with which he can play by himself.

The indifference of a child may be due to specialized interests. The special interest may have developed because of a particular aptitude or because of early development of one-sided activity. When there are these special interests, one should aim to work towards more diversified interests through developing closely related activities. All-round development is the ideal in child training.

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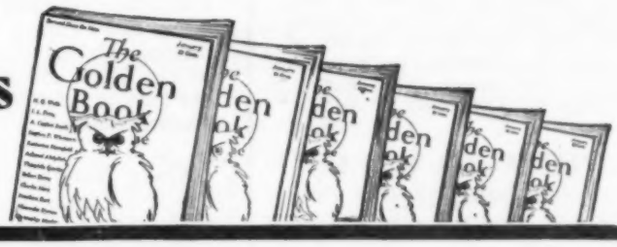

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Picture Books

From Morning to Night. The Day of a Two-Year-Old in Pictures. By Mable Pyne. *Stokes.* $1.00.

This is something different in the line of picture books and it would be an interesting experiment to try it with your baby. The various activities of a two-year-old are pictured and the objects connected with these activities are presented separately so that the child who is learning to talk may point to them and name them. There is not a word of text. The idea is a good one, but some of the pictures are too complicated and the objects are not clearly defined. We hope there will be more picture books for two- and three-year-olds. (Ages 2-3.)

Raggle Taggle Bear. Translated from the Danish of Georg Kalkar by Anna Reque and made into verse by Frank Ernest Hill. *Longmans, Green.* $1.50.

An amusing picture-story in verse. Raggle Taggle Bear at the age of eighty has many sad adventures while in search of a living, but at last all ends happily. (Age 5-7.)

Plum to Plum Jam, and still more Picture Tales of how things come to be, by Janet Smalley. *Morrow.* $1.75.

Attractive and amusing picture-stories by the author of the popular "Rice to Rice Pudding." These tell the story of glass, of candles, ivory, books and other things in which children are interested. (Age 6-8.)

Fishes and Sea-Animals, and Reptiles, by Eric Fitch Daglish. *Morrow.* $1.25 each.

Two more in a series of nature books which have pictured birds and beasts in black and white. The pictures are striking, though it is a pity they are entirely black and white. The descriptive text is simply and clearly written. (Age 8 and over.)

Story Books from and About Other Countries

Olaf Lofoten Fisherman, by Constance Wiel Schram. Translated by Siri Andrews. *Longmans, Green.* $2.00

A very readable, quite delightful story of two Norwegian children. Olaf accompanies his doctor father to the Lofoten Islands where he has adventures among the fisher folk. (Age 6-9.)

Coco the Goat, by Rhea Wells. *Doubleday, Doran.* $2.00.

The story of a Spanish goat, illustrated by the author who travelled in Spain to gather material for the book. Very nice pictures. (Age 6-8.)

The Magic Switch, by Fjeril Hess. *Macmillan.* $2.00.

Marenka, a little goose-girl in Czecho-Slovakia, finds that her magic switch helps her to understand the language of birds and animals and has adventures with the little creatures of the forest. The author has woven folk songs and folk-lore into the story which has charm but is a trifle sophisticated at times. Delightfully illustrated in color and black-and-white. (Age 8-10.)

The Adventures of Andris, by Elizabeth P. Jacobi. *Macmillan.* $2.50.

Andris lives on a farm in Hungary and this story of his experiences includes a great deal about the customs of the peasant people of Hungary. Well illustrated with decorative page borders. (Age 8-12.)

A Boy in Eirinn, by Padraic Colum. *Dutton.* $2.00.

Boys and girls who have enjoyed Padraic Colum's fine re-telling of fairy tales and legends will enjoy this story of a real Irish boy. A new edition of an old favorite, with an added chapter. As the preface states, this book shows that "Ireland is famous for more things than fairies and potatoes." (Age 8-12.)

Boys and Girls of the Alps, and In the Swiss Mountains, by Johanna Spyri. *Crowell.* $1.50.

Collections of stories by the author of "Heidi." The stories do not come up to the level of Heidi, but children will enjoy them. (Age 8-10.)

The Long Bright Land. Fairy Tales from Southern Seas, by Edith Howes. *Little, Brown.* $2.80.

"The Long Bright Land" is the name given by the Maoris to New Zealand. This book is a collection of Maori folk lore, attractively illustrated. The Maori legend of Creation is particularly interesting especially as it has some features which coincide with our own story of creation. (Age 10 and over.)

Tales of Adventure

Tal, His Marvelous Adventures, with Noom Zor Noom, by Paul Fenimore Cooper. *Morrow.* $2.50.

For those children who like fairy tales in which all kinds of extraordinary things happen. "One day there arrived in the village in which Tal lived an old man who had a long white beard and green eyes. He wore bright red shoes . . . big puffy, white silk pantaloons; and an orange silk jacket all embroidered with little gold dragons. Following close behind him was a donkey, snow white in color and with big pink ears." There is something about this book which reminds one of the popular Wizard of Oz. (Age 8-10.)

COURAGEOUS COMPANIONS, by Charles J. Finger. *Longmans, Green.* $3.00.

This book has many things to recommend it. In the first place Mr. Finger is a writer of note and a winner of the Newbury medal. In the second place the book was awarded the $2,000 prize in the Longmans, Green Juvenile Fiction Contest. Then there is much action and adventure in its pages, for it is the story of a young English boy who accompanies Magellan on the first voyage around the world. (Age 10-15.)

Things to Make and Do

WORKING WITH ELECTRICITY, by Katharine Keelor. *Macmillan.* $1.75.

Miss Keelor, a teacher in the Lincoln School, New York City, tells very clearly how to conduct simple electrical experiments. The book explains the why and wherefore of such everyday objects as the electric light bulb and the doorbell, and gives the story of how messages were sent from the days of primitive man to present day telegraph and telephone. (Age 8-11.)

MARIONETTES, EASY TO MAKE! FUN TO USE, *by* Edith Flack Ackley. *Stokes.* $2.50.

A simple, readable and practical discussion of the making of puppets and use of the marionette theater. There are several plays for use with puppets and the book is fully illustrated. For children from 8 to 12, but the whole family will enjoy the marionettes.

Everyday Problems

(*Continued from page* 34)

tearing angrily out of the house, ten minutes late, he was saying to anyone who cared to listen, "It's all your fault!" When he reproachfully told me he had to make up the time after school, thereby arriving late for baseball practice, to learn that all the places on the team were filled, I suggested that from now on, books, pencils and homework be placed on the night stand before he went to bed, and that his clean apparel and suit, neatly brushed, be hung on the clothes tree, with shined shoes directly underneath. Now, as he says, everything is "all lined up for a quick take-off in the morning." He tells me the playground instructor thinks he will be the next fourth-grade baseball captain, because he gets to practice right on time every day.—*Mrs. J. Y., California.*

WE are convinced that there is no magic formula that will perform miracles in child training. But we do feel that the methods outlined here contain helpful suggestions. We invite our readers to tell us briefly of problems in child rearing which they feel they have handled successfully. One dollar will be paid on publication for each contribution accepted. Manuscripts for this department will not be returned. Address The Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Ave., New York, N. Y.*

"*The* LITTLE ENGINE *that* COULD"

Once there was a Train-of-Cars and she was flying merrily across the country with a load of Christmas toys for the children who lived way over on the other side of the mountain. Her wheels went round ever so fast, squealing along on the track, and leaving the rails humming and singing behind them. Choo, choo! Choo, choo! Choo, choo! She was such a happy little Train-of-Cars, so pleased with the load she was carrying, and she had just time to get to the end of her journey before the last Christmas shopping.

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Should Children Eat Canned Foods?

(Continued from page 28)

December showings look better than those that stand the heat of midsummer; but this is not true for most of us, and even so a large pocketbook and a willing servant are needed to buy and prepare the variety of green vegetables that the health authorities prescribe.

The humorist may speak of washing spinach with a vacuum cleaner, and cooking a barrel of it to get five servings, but the housekeeper knows it's no joke. Much better spinach twice a week from the can than once a month cooked fresh. But mix 'em—serve both as opportunity offers.

Let us look again at the point of safety, for even yet some folks seem to be afraid of canned foods. It has been the fashion, when any food poisoning occurred, to "Cherchez le 'can'" and exclaim "We have the villain," though the oysters, sausage or milk may have been the culprit. With the aid of scientific control and research, sanitary inspection, and organization in quick handling of near-by foods into the can at their ripest and before deterioration, both the quality and safety of canned foods have made great strides in the twenty-three years since the food law passed. While dangers from the can were never excessive they have decreased, and at the same time the benefits derived from the all-the-year-round healthful variety afforded by the can, have been tremendously emphasized by the new findings about foods.

SO much for general principles. Now for some special points regarding specific foods and the children's menus:

"What, give canned tomato juice to a baby?" They shuddered, this group of mothers to whom I was talking. And they lived in a small town and had small incomes and few servants. But what are the facts? Midsummer tomatoes, ripened by the sun's rays at their best, picked riper than would be possible for transportation, put at once into the can, after careful cleansing and sorting, and sterilized for a short time in a hermetically sealed container, have a high vitamin content owing to three facts. The summer tomato is probably higher in vitamin value than the out-of-season fruit when picked. The acid of the tomato protects the vitamins (it is the alkalies such as salt and soda that attack them especially) and the heating without air, in a vacuum, is another protection, whereas home cooking in an open pan destroys these values, it having been discovered that the action of the oxygen of the air is largely responsible for their loss.

Hence the tomato juice, canned by itself or drained from canned tomatoes, is an acceptable substitute for orange juice even for the young baby—and tomato cocktails are growing in favor for older folks! The juice comes in glass—plain or seasoned—and is the most healthful cocktail yet devised.

Clapp's
ORIGINAL APPROVED
BABY SOUP
AND
STRAINED VEGETABLES

The Badge of Health Foods
In Sealed 4-oz. Glass Jars
For Growing Babies

Prescribed by over 5000 specialists to supplement the milk diet during the toothless and teething period, these foods save mothers 24 hours a week kitchen time. Cost less than if made at home. Ready to dilute, heat and serve. They keep indefinitely when sealed and are equally convenient to use at home or traveling.

These foods supply all the mineral salts

Clapp's BABY SOUP. An appetizing combination of Beef Juice, Vegetables and Cereals.

Clapp's WHEATHEART SOUP, a combination of Vegetables, Cereals, and the Wheat Germ which supplies Food Iron and VITAMINES A and E.

Clapp's STRAINED VEGETABLES. Spinach, Carrots, Asparagus, String Beans, Peas, Beets, Tomatoes, Prunes and Apricots. All are scientifically prepared from carefully selected materials, especially for growing babies, and are immensely liked by them.

Ask your Doctor and Write Us for Dealer's Name
HAROLD H. CLAPP, INC.
1331 University Ave.,
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Double-Tipped Safety Swabs

Like rows of Health Soldiers, Q-TIPS come to you clean and white in their dainty dust-proof box. Uniform, expertly made, tipped at each end with boric-dipped twists of soft, sterilized cotton. Safe, handy. Recommended for cleansing baby's nostrils, eyes, ears, navel. 25c and 50c everywhere—or write

Dept. 21, Q-Tips, Inc.,
32 East 31st Street, New York.

Q-TIPS BABY GAYS

SAVO AIR MOISTENER

Saves Furniture, Pianos, Paintings, Plants and Makes Air More Healthful.
Fill with water, hang on back of any Radiator out of sight. Others for all types of Hot Air Registers and Pipeless Furnaces. Ideal for Homes, Offices, Schools, Hospitals, etc. Six sizes. Write for FREE Booklet.
SAVO MANUFACTURING CO.
Dept. U-11 111 W. Monroe St., Chicago, Ill.

"Look what Mother has fixed for us"

CRISP snappy days — strenuous play days. Young appetites naturally demand a little "after-school" or "between-meals" lunch. And there is nothing better than a good thick spread of Beech-Nut Peanut Butter.

Children like its rich flavor. And Mothers can feel sure that it is right to give them all they will eat. Beech-Nut Peanut Butter is a real food—not just a flavor. It is full of concentrated nourishment—a well-balanced healthful food. Let the growing youngsters have it often and in generous quantities—it helps build up their energy for the strenuous "play days."

And remember that the grown-up members of the family like Peanut Butter too—it's a mighty good plan to keep a large jar on the pantry shelf always. For your convenience, Beech-Nut Peanut Butter is packed with an *easy-to-open* top—a feature that is exclusive with Beech-Nut.

Beech-Nut Peanut Butter

By actual experiment it has been ascertained that tomato juice has even more of vitamin A and B than oranges and only a little less vitamin C. Oranges of course for flavor, general toleration, deliciousness and vitamin C continue to lead the field, but, if not available, or for needed economy at certain seasons, the tomato, fresh or canned, is an excellent substitute or variant.

Babies born in the autumn, when sunshine will be scarce for the important first six months of life, are sturdy or weakly, according as they are given orange juice or tomato juice, and cod-liver oil with their milk. Oranges are happily more plentiful than of yore but still not available every day, for everybody, the year round. The tomato of the can scores again!

Peas, spinach, asparagus, string beans, along with carrots are among the first vegetables fed in puréed form and they all keep their food values in the can, the peas notably having high nutritive value which is especially well maintained in canning. Special minerals and vitamins, including A and C, phosphorus and iron, mark the peas and spinach for special service. We all know the labor of preparing spinach and its shrinkage, and the shortness of the fresh pea season in most markets. Shelling peas has been childhood's chore in song and story. These two vegetables are invaluable in the children's menus and should be used freely from the canned supply when the fresh is lacking. Always handle the canned foods after opening as carefully as you would fresh, heating them in their own liquor, refrigerating the contents in covered enamel or glass containers, and seasoning properly on serving.

We hold no brief for the mother who begrudges time or money to provide fresh vegetables and freshly prepared orange juice and tomato juice for her family when they are available, but neither is the can opener the symbol of the indifferent housekeeper, in these days. It is the food-wise, up-to-date buyer who uses the best brands of canned goods to extend the amount of fruits, vegetables, milk and fish used in connection with the fresh supplies in the season of their abundance, together with daily serving of raw foods (celery, lettuce, cabbage, oranges, apples, tomatoes, etc.) to give variety and a larger vegetable and fruit quota on the family menu.

THE canned fruits need less argument than the vegetables apparently, but the ones with the thinner syrup serve many uses as breakfast fruit with cereals; as simple desserts merely chilled and served with milk and cookies for luncheon or supper and with junket, rice, custard and gelatins. In winter, fall and early spring especially these offer attractive, wholesome variety for the nursery table. Sad, indeed, if fruits were confined to summer as in the olden times. Our bodies must keep a slight alkaline balance in winter as well as summer, and the lime and potassium of vegetables and fruits

(*Turn to next page*)

SNUGGLE RUG *for Baby*

Warmth *without worry*

YOU KNOW Baby is warm and cozy if you have taken the precaution to cuddle him up in a soft, woolly Snuggle Rug. Open it wide and lay Baby in it, then with a zip of the Talon slide fastener, he is covered against cold and draughts.

Made of blue, pink or tan pure wool, it has a round, set-in bottom that gives plenty of kicking room for active little feet. A special feature keeps the Snuggle Rug closed to any desired point. The top is bound in matching satin ribbon and may be turned either up or down.

Attractive and well made, the Snuggle Rug makes an ideal gift for the new baby—a gift that he will not outgrow for several years.

SNUGGLE RUG COMPANY
215 N. Seventh St. Goshen, Ind.

SNUGGLE RUG *for Baby*

Popularly priced at leading department and infants' wear stores. Mail coupon for circular, prices and name of nearest store.

Name.....

Address.....

All advertisements are certified as conforming to standards on page 77.

You can hire these

4 POLICEMEN

to keep your child healthy

EVERY neighborhood has its whiny children. They hang back in children's games. They lack stamina. When a dread epidemic sweeps the community, they are the first to be stricken. Their fretfulness is not so much the fault of disposition as of actual ill-health. Quite possibly, their little bodies are deficient in one of the four vitamins.

Think of the vitamins as policemen who guard your children's bodies against lurking infections. All four are necessary for normal growth and development. Rickets, scurvy, loss of appetite, and that treacherous enemy, the common cold . . . these are a few of the results of vitamin deficiency.

Doctors have long sought a food-combination which contained the four vitamins. Today, thanks to the laboratory tests of a leading biological chemist, they know that Maltine With Cod Liver Oil—added to orange juice in adequate dosage—*provides a sufficient quantity of all four vitamins to promote health. All four* are necessary!

Seventy per cent of this product is a concentrated extract of the nourishing elements of malted barley, wheat and oats (rich in Vitamin B). Thirty per cent is pure vitamin-tested cod liver oil (rich in Vitamins A and D). When "Maltine With Cod Liver Oil" is taken in orange juice (Vitamin C), all four vitamins are obtained.

This combination is easily administered and readily digested. It is much more palatable than plain cod liver oil. It gives more than cod liver oil protection, for it contains the other vitamins which every child needs. Keep a bottle in the kitchen cabinet, and give it to your children daily.

Recently, we have published an absorbing booklet, "The Doctor Talks About Vitamins." In every-day English, it tells the important part vitamins play in health. May we send you a free copy? The Maltine Company, 20 Vesey Street, New York. Established 1875.

The A B C's of Vitamins

A "OFFICER A" *is essential to normal growth and helps protect against certain infections, especially those that attack the respiratory system. Maltine With Cod Liver Oil is a recognized rich source of Vitamin A.*

B "OFFICER B" *is most essential. Lack of Vitamin B results in loss of appetite, a cessation of growth, and the appearance of certain nervous disorders. Vitamin B is found in abundance in Maltine.*

C "OFFICER C" *prevents scurvy. Orange juice is everywhere recognized as very rich in Vitamin C. That's why we recommend this policeman.*

D "OFFICER D" *is also necessary. A deficiency of Vitamin D causes rickets, that weakener of child bones. Sound teeth depend upon it. It is meager or lacking in all our ordinary foods. Maltine With Cod Liver Oil is rich in Vitamin D.*

Maltine

WITH COD LIVER OIL

Accepted by the Council on Pharmacy and Chemistry of the American Medical Association

Should Children Eat Canned Foods?

(*Continued from page* 71)

are our insurance against acidity. Don't be misled by their acid flavor. Allured by the flavor of meat, eggs, sweets and even the satisfaction of cereals, we all unknowingly get an acid diet, if we neglect the fruits, greens, and vegetables. Also the bulk and minerals of these watery foods are necessary to elimination of waste.

Besides the fruits and vegetables, there is canned fish which carries iodine, especially valuable to inland dwellers—where this mineral, necessary to the health of the thyroid gland, is often lacking in soil and water, in the foods and fish, so causing goiter. Few inland fish are canned, and salt water fish, including salmon, tuna and sardines are especially helpful in this regard.

JUST a word about the canned milks. Recently a young mother who was traveling around the world with an eighteen-months-old child called up in distress to know where she could get almond butter. "Why?" said I. "I must have it for the baby," said she, "you dissolve it in water and use it for milk. You know I can't trust the milk on board ship!"

It made me a bit seasick even to think of it. Almond butter is an admirable highly concentrated food with a notable lime content, but to covet it for the baby's milk bottle, when small individual cans of sterilized, wholesome, unsweetened, evaporated milk could be compactly carried along by the case, needing no refrigeration, struck me as going a long way round Robin Hood's barn in search of trouble. I suggested this, and with some difficulty sold her the idea that canned, evaporated milk was especially created to solve such problems as hers! Evaporated milk has suffered no notable changes affecting nutrition except to be made sterile by canning and hermetic sealing with the removal of half of its water. The milk is "homogenized," that is the fat globules are broken up and made more digestible, since the cow's milk, planned for the calf, has large fat globules difficult for the human baby to digest. The heat not only sterilizes the milk and so makes it safe, but also a physical change takes place which makes it less apt to curd in the stomach. It follows that the casein or protein building material is more readily digested. On the negative side it is true that the Vitamin C is destroyed, and the flavor is altered. But orange and tomato juice, and cod-liver oil, may be used to supplement the milk action just as they are with pasteurized milk or even with breast feeding.

For these reasons the canned, unsweetened, evaporated milk offers not merely a good substitute for other milks, but an admirable one, especially in cases of weak digestion, or when for any reason the local milk sup-

ply is not assuredly of the best. We would advocate breast feeding, and use of certified milk at any cost if it is possible, but for many mothers these are unattainable and the choice between Grade A pasteurized milk and evaporated milk is "Hobson's choice"—that is they choose evaporated milk in the absence of the other. In choosing between milk that is at all doubtful as to source or handling, and canned, evaporated milk, the latter is literally a life-saver and the first choice.

Dried canned whole milk is also excellent. But be sure that you get the dried whole milk—with all the fat in it, not the skimmed, dried milk which is fine for cooking but not good for growing babies. Read the label carefully, for sometimes the two kinds of milk are sold under a general name, and only careful reading shows that one package is a skimmed milk.

The dried milk is prepared at comparatively low heat so that it is not more changed than the pasteurized milk, if as much so. Even clean, raw milk, or pasteurized milk, shows an alarming increase in bacteria on standing unless refrigerated at 40 to 45 degrees. So be sure to treat any milk—dried or evaporated—after adding water and making up the formula, the same as fresh milk; that is, keep it clean, covered and cold. The fact that the milk does not sour does not prove that other changes are not taking place. If you cannot keep the baby's food cold, do not make it up until feeding time.

THE condensed canned soups, of mixed or single vegetables, when diluted with milk, are a godsend for suppers and luncheons. They are made from fresh, fine materials. Your reporter has seen them made and inspected the makings. You could not do better in your own kitchen. Made with milk, served with whole wheat toast, or a sandwich, with fruit cooked or canned or raw and a cooky to follow, an ideal nursery meal is ready with a minimum of time and effort, and the small cans are convenient for special service. It is also an excellent and flavorful way to increase the daily milk intake.

This is not a recommendation to abandon fresh, first class foods of any kind, for the canned; it is not advising delicatessen, canned housekeeping as a basic proposition; it is a non-biased report, based on scientific, reliable findings, to prevent the over-conscientious, fearful mother from depriving herself of the economies of time and labor, the possible variety and bulk of vegetables and fruit in the diet, that may be had if she understands the quality and safety of what the up-to-date, scientific can of food has to offer.

The rule in buying is to read the label and always buy under the name and signature of a well known food firm, with a reputation to sustain, and the money and ability to organize, to buy, and handle their foods the best possible way. You look for the label on refrigerators, enamel ware and iron pans. Surely you should be as well acquainted with the maker of the foods which you and your children eat.

EXAMS ARE ON!

WHICH WAY WILL *your children* TURN NOW?

This is the middle of the fall term. The examinations are on. The children—your children—are being classified like sheep. They are either being marked up or marked down by busy teachers whose classes are too big for personal attention.

And the whole future of those children—your children—depends upon their marks in school. Because upon their marks in school depends their leadership in school. And upon their leadership in school depends their leadership in life.

Millions of children—amongst them your children—need more help right now, at this season of the year, than they will ever need again in the next twenty years. They must hold their standing amongst their little friends the same as you must hold your standing amongst your big friends. And

COMPTON'S
Pictured Encyclopedia for Children

will help them to do it.

Compton's is the great, new thing in the educational world. The tremendous home help that fifty thousand teachers and three hundred and fifty thousand mothers are already using every day.

For Compton's is a complete set of reference books in encyclopedic form written and pictured in terms that children can understand. The only set of reference works in encyclopedic form that they have ever had for their very own since children first went to school six thousand years ago.

And they thrive on it. They grow on it. They get better marks in school and greater leadership because of it. And through it they develop the success habit for life.

Compton's is the only thing of its time that has ever been created for children since the beginning of learning. No wonder it is so eagerly endorsed by the thousands of great educators and teachers all over America.

Sample Pictured Section Free

Mail this coupon and our Educational Advisor will send you a whole complete Pictured section of Compton's absolutely free. Then you will see for yourself how much it will mean for your children in your home. She will also send you a free "Questionario Game" which measures the general knowledge of any child of any age. The whole ten volumes of Compton can now be had for a first payment of as little as $3.50 down.

Here is the coupon. Mail it now.

Compton's *Pictured* Encyclopedia

F. E. COMPTON & CO.
Dept. 10-32, Compton Bldg.,
1000 N. Dearborn St., Chicago, Ill.

Please send me at once, Free Sample Section and Free Questionario Game with full information as to how and where I can get Compton's.

Parent's Name .....

Address .....

City ..... **State** .....

Please check the ages of your children so we can send sample pages most interesting to them.

☐ **Pre School** ☐ **Grade School** ☐ **High School**

All advertisements are certified as conforming to standards on page 77.

What are the movies doing to your child?

Mrs. Mitchell knows how they are affecting 10,052 Chicago children, and she knows that they portray screen experiences of life far beyond the child's years. Should there not be a juvenile edition of the motion picture?

Children and Movies
By Alice Miller Mitchell
$2.00

The bones and teeth of the growing child . . .

are greatly benefited by the influence of ultraviolet light and vitamin D. Both natural and artificial sources of these valuable constituents are discussed in

Ultraviolet Light and Vitamin D in Nutrition
By Katharine Blunt and Ruth Cowan
About $2.50

Training your child . . .

Workable, intelligent advice from men and women who have solved the problems of many children.

Building Character
A Symposium
$2.00

Feeding your child . . .

To combat the terrible effects of malnutrition upon the physical and mental well-being of children. . . .

Nutrition Work with Children
By Lydia J. Roberts
$3.50

The University of Chicago Press

Books for Parents

Five Years in Fargo, by the Child Health Demonstration Committee of the Commonwealth Fund. *Published by the Commonwealth Fund Division of Publications, 578 Madison Ave., New York City.* $1.00.

This is a fifty-page story of experiences in a western city. The experiences are not the kind ordinarily written about. For this is a tale of the implantation and growth of a public health program over a period of five years. This is a subject of vast importance to the citizens of all communities and yet the story of Fargo is told easily and pleasingly. The whimsical illustrations add greatly to the reader's comfort and understanding.

The Commonwealth Fund set out to demonstrate to the nation that reasonable health protection could be made to appeal to a community provided its purpose and workings were given fair opportunity to penetrate the consciousness of fathers and mothers, business men and city officials. The process of peaceful penetration involving the services of medical, public health, nursing and educational specialists, as well as outlay for publicity, cost the Commonwealth Fund $190,000. But it was well worth the expense, for Fargo's experience is not limited to Fargo. There is a wide-spread halo from this experiment that reaches out thousands of miles in all directions, and this halo is badly needed. Fargo itself responded to the stimulus by boosting its own expenditures for health from a meager twenty thousand dollars a year in 1922 to double that figure in 1927.

There is added attraction and security in living in this city of 30,000 today. A capable health officer gives his full time to the job. A part-time medical assistant looks after the school children and incidentally when they are examined two-thirds of the children bring their mothers along with them. A dentist, a sanitary inspector, six public health nurses, a full-time supervisor of school health education, a public health laboratory and two clerks complete the official health forces.

Vegetables are no longer merely "cow feed" in Fargo. The produce merchants are happy. The local medical society beams with satisfaction at the change. Mothers seek professional advice for themselves and their babies. School teachers teach and school children actually practice health habits, the teachers have an eye out for abnormal signs every morning when classes assemble, and the child with a cold stays home from school.

These are noteworthy achievements. The Chamber of Commerce of Fargo has got something real to brag about.—*Reviewed by George Truman Palmer, Dr. P. H., Director, Division of Research, American Child Health Association, New York.*

Wholesome Parenthood, by Dr. Ernest R. Groves and Gladys H. Groves. *Houghton, Mifflin.* $2.00.

This book is another of the many worth-while contributions that have been made by Dr. Ernest R. Groves in collaboration with Gladys H. Groves. The book covers in a clear, concise manner practically all of the fundamental problems of childhood and stresses the relationship between parental conflicts and problem children.

The authors have pointed out clearly that children who indulge in antisocial activities are usually but symptoms of a problem environment.

The book combines in a most admirable way scientific thinking with practical application. It should be found most useful in the hands of parents, teachers and nurses.—*Reviewed by Dr. Douglas A. Thom, Director, Habit Clinics, Boston, Massachusetts.*

Farewell to Paradise, by Frank Thiess. *Alfred A. Knopf.* $2.00.

This story, which is a tale of budding love in childhood, is set against an idyllic background of the German countryside in summer time. The friendship between Wolf Brassen and the somewhat older youth Dietrich Gray is developed with an understanding of boys whose ideals remain, to the end, freedom and purity. Of the youthful love of Wolf and Suzanne, Mr. Thiess writes with equal penetration and tenderness. The story moves in a leisurely fashion through the summer vacation spent by these young people and their parents at Leinefeld, an inconspicuous German village on the Southeastern edge of the Harz. Nothing objectively dramatic happens. The value of the story lies rather in the true and poignant picture of youth developing under summer skies. There is sex in the book—plenty of it, but it is sex for health and out-of-doors rather than for alleyways and dark corners. The simple clarity of the style is a fit setting for the portraits of the playful Suzanne, the sensitive Wolf and the thoughtful Dietrich. Here is a book to be read with delight by parents and other people.

Any Book by Mail Postpaid

Our librarian will be glad to order and mail to you any book published in the United States. Checks or money orders to cover the regular retail price must accompany orders. The books will be mailed postpaid to any address in the United States or Canada. If the price of the book is unknown, send $3.00 and we will remit the change. If $3.00 is not sufficient, we will advise you. Address Librarian, THE PARENTS' MAGAZINE, *255 Fourth Ave., New York, N. Y.*

Little Liars and How They Grow

(*Continued from page 19*)

they returned test papers for children themselves to score and then gauged their honesty by comparing the retouched versions with a copy of the original; the children were given the opportunity to claim athletic achievements manifestly (to adults) impossible.

The professors' findings, with their correlations and intercorrelations are so intricate that the layman views them with some alarm. On one test the deceit percentage for one arbitrarily selected group was 58%, and for another 0%. The percentage of deceit, on the identical test in two schools of exactly similar character were 21.5% and 45.4%. The authors themselves claim to have achieved definite results in only 9 of the 24 plausible categories, and most of these by very narrow margin. Children who go to movies are slightly more deceptive than those who don't; children who are registered in Sunday Schools are slightly less deceptive than those who aren't—but once registered, the results show that it makes no difference whether they attend or not. Children attending the uncrowded, more informal modern private schools are more honest than public school pupils. The one conclusion which emerges with definiteness from this whole investigation is that children reared in well-to-do homes, homes which have regard for the arts and good manners, gentleness of character and family accord are less given to deceit than others.

THE second method of seeing into the mind of the child and incidentally into his tendencies to deceive his elders is, as I suggested, the experimental one which studies him as a growing, ever-changing organism. I talked with Miss Caroline Pratt, head of the City and Country School in New York City. This school is but one, albeit the pioneer school among those which are commonly known as "new" or "modern," and which are characterized by an eagerness to discover the conditions in which the child can develop to the utmost his normal potentialities.

The problem of lying is not a major one in the City and Country School, but Miss Pratt has very definite ideas about it. Having for many years observed children with intense concentration, she is well aware that they occasionally cheerfully "fib." By and large, she regards this tendency as a manifestation of slight importance.

"Most of his day," said Miss Pratt, "your child is living in another world from yours. In fantasy. When we rudely break through into his world (perhaps he was being a lion-hunter, or a plumber, or a trapese artist at the moment you called on him to shake hands with Cousin Louise) we often fail to give him time to readjust to the real world and in his confusion he makes some statement that seems to us untrue. The child has his *own truth* and it should compel our respect.

(*Turn to next page*)

Noteworthy Books for Parents

NEWER WAYS WITH CHILDREN

By M. V. O'SHEA

Dr. O'Shea, Advisory Editor of *Parents' Magazine* and probably the leading educator in America, covers here the whole field of child education and training. Every problem is introduced with actual cases. There is no abstract discussion. The book is a veritable mine of practical information for parents. $3.50.

GREENBERG : PUBLISHER
160 Fifth Ave. New York

CHILD GUIDANCE

The Blanton manual for parents, recommended by doctors, nurses, teachers, and parents. "A splendid book to read and study."— *N. Y. Parent Teacher Bulletin.* Price, $2.25.

THE CENTURY CO., 353 Fourth Ave. New York

Quick Tempered?

Then by all means read this book.
BLOOD PRESSURE—HIGH AND LOW
By Chester Tilton Stone, M.D.
giving the causes of this serious condition (emotional stress is only one), its effects, approved methods of prevention and curative measures.
If you are over 35 it will prove doubly valuable.
All Bookstores, $1.50. *Postpaid,* $1.60.
ALLEN ROSS & CO., Dept. 18, 1133 B'way, N. Y. C.

Developing the Child's Creative Instinct

Hughes Mearns, for whom New York University instituted a department of Creative Education, tells his remarkable experiments in developing the hidden powers of ordinary children. A psychology of the art of teaching that will fall heir to the readers of "The Art of Thinking."

CREATIVE POWER
By Hughes Mearns
$3.50 DOUBLEDAY, DORAN

THE CHILD'S HEREDITY
BY PAUL POPENOE
A practical guide-book for parents in which a distinguished biologist tells, in non-technical language, the laws of human heredity—physical, mental, temperamental. Cloth. xiii+316 pages. Amply illustrated. $2.00. Published September, 1929.
THE WILLIAMS & WILKINS COMPANY
Mt. Royal and Guilford Aves., Baltimore, Md.

If Parents Only Knew

By Elizabeth Cleveland
A Message from Teachers to Parents Telling What the Modern School is Doing for the Child and How the Home Can Help. $1.75
THE PARENTS' MAGAZINE
255 Fourth Avenue, New York

A book for every woman!
ageless youth
By Charlotte C. West, M.D.
The secret of radiant health and beauty told by a practical physician ($3.00).
THOS. Y. CROWELL CO., NEW YORK

Starbuck and Shuttleworth
A GUIDE TO LITERATURE FOR CHARACTER TRAINING

A list of the best fairy tales, myths, and legends, arranged according to grades and keywords representing traits which the stories illustrate. Indispensable to those who wish to direct intelligently the recreational reading of children.

Volume I, $2.00 *Volume II, in press*

THE MACMILLAN CO.
New York Boston Chicago Atlanta Dallas San Francisco

YOUR GROWING CHILD

By H. Addington Bruce

A clear and readable survey of all the things, both mental and physical, that must be reckoned with if children are to be reared successfully. The author shows how the child may be led through the maze of modern distractions—jazz, radio, movies, street corner gatherings—and shows how to combat the tendencies of unrest, discontent, fear, intolerance, neuroses, and mental ailments; tells what food and exercise the child should have if he is to keep well; and suggests books for further reading.

Angelo Patri, Consulting Educator, and Children's Columnist: "Unlike many books on child training it is full of ready-to-use information."

8vo, Cloth. 417 pages. $2.50, net; by mail, $2.64.

All Book Stores, or
FUNK & WAGNALLS COMPANY, 356 Fourth Ave., New York

The Science of
PSYCHOLOGY
based upon recent laboratory research. With 68 illustrations ($3.75).
By Raymond H. Wheeler (Univ. of Kansas)
THOS. Y. CROWELL CO., NEW YORK

SELF-RELIANCE
by Dorothy Canfield Fisher
This book, newly revised and enlarged, aims to give a variety of concrete, simple suggestions about ways in which in the average home the habit of self-dependence and creative initiative may be fostered in children. $2.00

FOOD FOR CHILDREN
and How to Cook It
by Marion W. Flexner and Isabella McLennan McMeekin
This book was written at the suggestion of a number of physicians by whom it has been carefully checked and tested. $1.50

Write for Holt Juvenile Catalogue
HENRY HOLT AND CO.
ONE PARK AVENUE NEW YORK

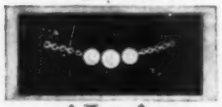
CHILD CARE & TRAINING
By FAEGRE and ANDERSON
"Recommended highly"
Dr. Morris Fishbein
$2.00
University of Minnesota Press, Minneapolis

HOW MARY LOU became the PROUDEST GIRL in her SCHOOL

"I wish you all could have come to my birthday party... to see all my pretty gifts ...There were many of them but the most wonderful of all was in a pretty cream box with gold fixings... It contained a beautiful Anniversary Pearl Necklace from Mother and Dad! Imagine! Real pearls from the fisheries of the Orient.. And the nicest part of all, Mother says that Uncle Ned is giving me more pearls for Xmas I am going to watch my necklace grow and grow and when my birthday cake has many, many, candles I will have a complete, grown-up's necklace of genuine pearls"

Mary Lou

PEARL-



AT-A-

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Little Liars and How They Grow

(*Continued from page 75*)

"The child lies primarily for defense or to get his own way. We try not to attack our children in any way that might rouse this latent defense mechanism. As for a child's getting his own way, it is precisely the way he should get—provided he's not thereby blocking the progress of others. When that happens, we devise some manner of making him understand the other fellow's point of view.

"When any child appears to be lying, we don't take much notice of it; we never probe. We avoid making him feel that anything much has happened. We get back if possible into the conditions that caused the lie and correct them. Lying is often a phase, an experiment, as is spitting or giggling. We never label anyone a liar, nor let him stumble himself into a position where, because of an initial lie, he must continue on a course of deception. Instead, we 'let him down easy.' We give him a technique for extricating himself from an embarrassing position."

"But if children cheat in examinations, Miss Pratt?"

"Cut out the examinations," said this small but galvanic modern educator.

THE educational scientist studies what the child *is;* the experimentalist, what he is *becoming.* The third group of child students like Miss Potter are interested in what he already *has been.*

Sigmund Freud says that much that is important to the shaping of a child's character has happened to him by the time he is five and much of it before he is three. As Peter Pan remarked, "You always *know* after you are two."

If you consult an analyst like Miss Potter about your prevaricating child she will delve into his past, into his early personal relations with his father and mother, his nurse, himself. What is he afraid of? Whom does he want to deceive and why? What curious moral code has he perhaps already forged for himself out of his own intense first experiences with grown-ups?

"Show me a lying child," says Miss Potter, a shade belligerently, "and I will show you in that same house a mother—or a nurse—who 'finesses.'" Many a child has never lied until he was lied to. And even if he makes a statement that does not seem true to us—wait and consider what forces compel such a statement before dubbing it a lie. It is the emotional attitude that accompanies the statement which determines whether it is a lie.

"The response that the child meets in his first quest of knowledge is of tremendous import to his soul. Many a child's fibbing can be traced to some story akin to the one that the doctor brought the baby. Evasion about the facts of life makes lying children, and what is worse, makes stupid children.

"The first time your child lies," continued Miss Potter, "he probably lies secretly to himself about you and in

your behalf. Namely, he perceives you doing something which you have told him is not right to do. His world would topple about his ears if he were to admit to himself the logical conclusion that a parent does wrong. He therefore protects his need to respect you by denying the evidence of his own senses. Now, having lied in his own heart to protect you, he has the habit ready at hand and he may lie later very readily to protect himself. If you resolve to understand the child instead of allowing yourself to feel guilty because you are the parent of a little story-teller, he will outgrow the habit. He will outgrow it when he is old enough to be able to admit that your acts and your admonitions do not always jibe. If you can observe your child objectively and admit all the evidence of the whole twenty-four hours, you will realize that the child has been taught to lie by his so great need to love and respect you.

"If we want our children to be entirely truthful—and it seems to me that they are extraordinarily truthful as it is—we adults will have to take to more truth-telling ourselves."

Personally, I belong to a fourth group which has possibly a contribution to make in the matter of character formation. As a mother, I watch my children's lonely (for all our solicitude) struggle for adjustment to the world into which we have brought them. If, by a little experimentation they get the chance to learn that it is sweeter to obtain the confidence of those they love and admire than to buy themselves off with a lie, I do not grudge them time off for the experiment. They will gradually school themselves, I believe, in self-control as regards, for instance, chocolate peppermints.

They want so pathetically to please us. Their very bravados, their rebellions, are attempts to impress us with their independence, their worth. They will be truthful with us, and with the world, just as far as we, and later the world, will allow them to be.

THE place for the perplexed mother to start with a deceitful child is herself. Let her perfect herself in not lying to him. I, thanks very largely to Mary Ware Dennett, author of "The Sex Side of Life," have not been stumped so far in presenting truthfully the facts of life to my children. It is with the facts of death that I am inclined to prevaricate. War, hatred, poverty, preventable disease, man's inhumanity to man—it is with these aspects of our world that I find myself toning down the picture.

Truth is more interesting than fiction. But I do not consider truth-telling a cardinal virtue. Nor all lying a prerogative of the devil. On many people the whole truth would be almost entirely wasted.

But to be told the truth by an accomplished truth-teller—and there are few—is a supreme compliment. I should like to receive that compliment all my life from my children. But I suspect that unless we can become "as little children"—they will (unfortunately) become like us.

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Instead of having a relatively small analyzing and testing laboratory of our own, we use, whenever necessary, the facilities of Teachers' College, Columbia University, and what we believe to be the most reliable commercial laboratory in this city.

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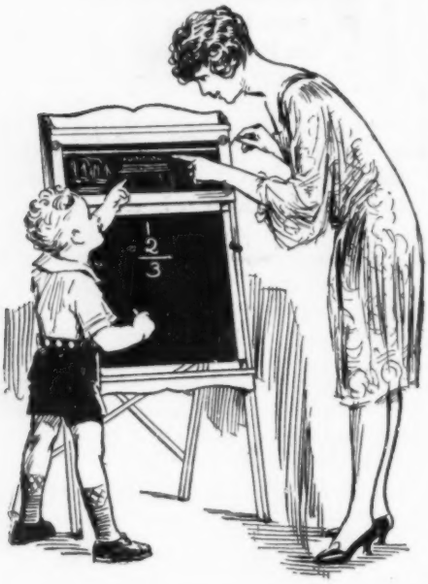

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What Would We Do Without Them?

(Continued from page 20)

It's not that we are ashamed of our children. It's more, I think, that we are ashamed of sentiment. Emotionalism is not exactly modish. We follow too closely the injunction of the Apostle Paul to put away childish things. We even try to mask our feelings, where offspring are concerned, by ironically brusk denominations of the same, such as "the brat" or "the imp," attempting to shield a natural tenderness behind a timid gesture of brutality. We play cuttle-fish and talk about babies being a luxury in modern life, and defensively complain of the "high cost of loving," and wonder why infants can't come better equipped with teeth and hair and some ability to look after their own alimentary needs.

There are certain things, however, it behooves us to remember. We may be the highest primates, but we can't get along without reproduction. And reproduction means babies. Without them we have no future, no life, no world in which our abysmally unfinished work may be carried on. And without the child to simplify once more the accumulated complexities of existence our days would end in little more than a fantastic delirium.

I AM the father of three boys, Bob and Barney and Jack, ranging from one year old to almost twelve. And I pretty well know what those boys have cost me. I don't mean in dollars and cents, for it's verily a sordid mind that seeks to reckon spiritual issues in the counters of the market place. And I don't altogether mean in deprivations and denials, completely as I know the occasions when cut fingers must come before literary creation, explicitly as I know the soft pedal that must obtain in a house where a baby sleeps and the gravely restricted speed at which you must motor when little lives are riding beside you—and, I might add, doing things to the shiny things on the instrument-board as they ride.

But where the heart is, there also is the treasure. And everything, as has been sagely observed, comes at a price. Yet the cost of children, I've found, has odd ways of asserting itself. It may proclaim itself in that parental stab of alarm born of the sudden and sharp bark of croup, that telltale and terrifying bark which can come from the nursery in the small hours of the night. Or it may assert itself in some afternoon of sublimated agony when a toddler goes adventuring and gets lost—and nothing can chill a warm day quicker than a lost child. Or the price we pay may take the form of an officer of the law stolidly reciting how it was *your* son who took the brake off the car or turned the water-tap on in the new Elks building. It may be tangled up with those strained and sleepless nights when the clinical thermometer refuses to register anything below 104. It may be associated with the equally helpless anxiety when a six-year-old Alpinist is discovered astride the house-gable or two diminutive Captain Kidds are afloat in an obviously leaky pirate-ship. It may be green apples, swallowed nickels, dog-bites, fire-cracker burns, tonsils and adenoids. It may be overflowed bath-tubs and Robin Hood arrows through the library windows and cunningly eviscerated mantel-clocks and affectionate finger-smudges left on fresh shirt collars and asymmetrical initials carved on window-sills and a typewriter suddenly afflicted with mysteriously interlocked letter-bars and an occasional priceless first-edition fantastically decorated with soft-coal burning locomotives pouring out their accompanying plume of carbon; or a pet volume of essays over-scrolled with top-heavy steamships sporting rakish funnels belching forth the familiar incredible trails of billowing black smoke.

And it may be something much more wide-reaching. It may be the discovery that we can't, after all, spend that expected winter in Town, because of the children. That we mustn't teeter back in our chairs or smoke at dinner, or say bad words at any time, because of the children. That we can't keep the wainscoting immaculate or the driveway gravel unmussed or the flower-bed borders unbroken or the stair-bannisters unscratched, because of the children. Perhaps we can't get a new car, and sometimes we may even defer the acquisition of a new overcoat, because of the children. And we have to keep a troublesome gate at the head of the stairway, and an even more troublesome life-insurance on the head of the family, and consume more spinach than we really care for, and let pups spoil the Chinese rugs and small feet leave Friday-like footprints on the living-room parquetry. We may stumble over bugles and bicycles and kite-frames in the dark, and about the same time that we begin to suspect we are merely blind tools being used by Nature for her own inexorable ends we may find that other and smaller hands have been using our carpenter's-tools down in the basement and leaving them as unedged as our own patience. And we may even discover our best box-springs degraded to a circus-mat on which swan-dives and double-twisters may be practiced—all because of the children.

AND how, some meticulous-minded and childless inquirer may demand, are we paid back for these sacrifices.

Well, the lady in Kipling's "They" knew the answer to that question, the lovely and lonely lady whose musical "Children, O children, where are you?" will be remembered a trifle longer than all the forensic fuss-and-feathers about Companionate Marriage. And so did Coventry Patmore and Katherine Mansfield and the author of "Kim" and every mortal who has ever loved and understood children. For, in the first place, there is no loneliness in the house where children are. There is no heavy-hearted looking back, for children, forsooth, belong to the future

and compel us to face the future. With them Life still dances along the hilltops crying out: "Catch me if you can!" Nor does the House of Life itself, when children romp through it, ever grow stuffy and pompous and ineffectual. They bring a new and vernal vigor to things, a freshness to ancient aspects, a vitalizing novelty to even our work-worn old machine of language. They shake the dust off our traditions. They kick aside our carefully disposed rug-corners of expediency that cover the bald spots of sentiment. They are the namers of things anew, the unquenchable poets. They may disturb us a bit with their unanswerable questions but at the same time they link us up with the eternal chain and stabilize us with unpredictable responsibilities. They "civilize" us, in the true etymologic sense of the word. We find ourselves taking a more active interest in good milk and movies and municipal water, in schools and camps and the Boy Scout movement.

BUT above all things, as I've already implied, they teach us how to remain young in heart. I may not get half the thrill that comes to Barney when he beholds a burnished and belching fire-engine clanging past us in answer to a third-alarm call, but I've a human enough hankering to remain still open to such material stimuli. I may be a stranger to the spiritual optimism of Bob, who firmly believes that the decrepit rowboat he acquired in exchange for a brakeless scooter and a slightly defective air-rifle may yet be rendered waterproof by the sufficient use of resin and road-tar and floor-paint, but my slightly rheumatic frame still houses its stubborn hunger to see mind eventually triumph over matter. And I may be too much of a cynic to nurse that unshaken confidence in humanity peculiar to my small son Jack, who will fling himself confidently from any height into his parent's outstretched arms, but I'd be a better citizen, I know, if I could learn to incorporate in my make-up a little more of my little Jack's belief in one's fellow-beings.

Children bring to us, as well, those loyalties so devastatingly lacking in that skeptic outer world which has had its faith in chivalry so frequently punctured. We may be common clay to traffic-cops and editors and the general public, but to our own offspring we stand a miraculous amalgamation of Samson and Babe Ruth and Robin Hood and Goliath and Tom Mix and Commander Byrd all rolled into one. They believe in us. They are confident we could worst the biggest man-eating tiger in all Bengal and tweak the nose of the tallest policeman in all New York. Last year when Barney had to write his first composition dealing with "America's Greatest Authors" he stubbornly imposed family allegiance on literary perspective by somewhat differing with established professional opinion and averring: "Mark Twain is one and Fennymore Coper shud be called another but the bes-known is

(*Turn to next page*)

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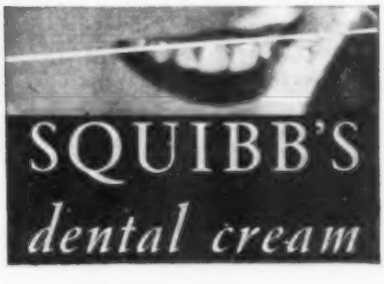

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What Would We Do Without Them?

(*Continued from page 79*)

Arthur Stringer whos books can be bot at Hitchcock's book-store on Main Street."

And not so long ago, when Bob and I had a Sunday morning swimming race across the Little Lake and that eel-like young shaver left me puffing a good fifty yards behind him, my dolorously triumphant son awaited me on the shore. His brow was a troubled one.

"Say, Dad, you'd have beaten me hollow if Timmie Holiday hadn't taught me that trudgeon-stroke last week!"

It was the son, and not the athlete, speaking. He was trying, in the face of fact, to respect an institution. And this became somewhat poignantly apparent when, later on, no word of that aquatic victory was passed on to the rest of the family. It was Bob's intention, of course, to let his old Dad down easy. But I was young enough in heart, no matter how arthritic in joint and sinew, to understand just how mixed were the feelings of that slender-bodied little conqueror. They were about as mixed, I suspect, as those of his hypocritical male parent when, not so long ago, the plump and indignant mother of the school bully motored her pudding-headed offspring up to my porte-cochère and dramatically exhibited to me the black eye and the still sanguinary nose which a shameless youth known as Barney Stringer had given to her irreproachable little pacifist. As a citizen I openly and volubly commiserated with that bristling mother on the enormity of such brutality. But all the while, as a father, some uncivilized Old Adam deep down in my make-up was exultantly proclaiming "Atta-boy, Barney, *atta-boy!*"

Cultivating a Love for Good Books

(*Continued from page 25*)

Still another obstacle in the way of the questing child is the mass of mediocre juvenile fiction that besets his path. There is classic juvenile literature in this jungle, which no young reader should miss. But there are also books for children which should be carted to the public incinerator. Minds fed on such pap cannot hope ever to feel a craving for great books. In any adult group the victims of such diet are easily distinguishable. They are the milk-fed men and women who swell the sales of our "pollyana" fiction and are bored by any play that requires cerebration on the part of the audience.

But a taste for good literature is a precious possession, and like most valuable things, it requires effort. My first suggestion to any parent who desires it for his children is this: *investigate very carefully your own attitude toward reading.* It may be that you are regarding literature merely as a means of entertainment. Good fiction should

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perform that function certainly, but it is not its only, nor its chief purpose. The underlying aim of all great literature is not to amuse but to awaken. Do you feel a little closer to pulsing human life after you have read a great book? Are your sympathies a bit enlarged? Are you conscious, perhaps, of a deeper insight into yourself?

My second suggestion is that in your effort to cultivate the literary taste of your child, you *be sympathetic*. Plan a regular time for his reading. Nothing of value is accomplished without methodical effort. The habit of reading can be established, just as the habit of going to dancing school on Friday afternoons can be established.

And third, *begin your course of reading with the kind of book that your particular child likes*. Nobody can estimate the harm that has been done by the cramming method of literary education. To say that "nobody can be educated who has not read all the following books," is arrogant nonsense. You enjoy one type of book; I enjoy another. So long as these are great books it need make no difference to either of us that the college president in our town enjoys quite another kind.

THE first thing for which we must reach in our effort at establishing the child's literary taste is his life taste. Suppose your boy is at the age now when he wants to be a fireman. Instead of ignoring this ambition or laughing at it, now is the time to supply him with literature on the subject. Let him discover, through carefully selected books, what is required of firemen. There is a veritable mass of interesting literature on the great conflagrations of history, and of the heroic figures associated with them. He may pass from this interest to an ambition to be a forester. Here again literature invites him. Seize upon this interest while it is ardent and let him learn all that he can about the great subject of forestry. To pass from one ambition, one dream to another, is the normal process of growth. Great books can help at every step of the way if parents will only let the child take them into his life instead of considering them as an external and ornamental adjunct to living.

Any course of reading which is forced upon the child will be distasteful even though he may like to read. Any course which emanates from his own interests and desires will be a source of increasing surprise and delight. Most children have no idea of the intimate helpfulness of literature. The child's perfectly normal desire to be entertained is all that, at first, concerns him. The realization that he is getting more than this will dawn very gradually upon his consciousness, just as the infinite preciousness of a fine human friendship dawns gradually upon us. And when we see the barrenness of the life that comes to middle age without any friendship with the world's great literature, we may well feel that any effort spent in helping our children to find their share of our literary heritage is wisely spent.

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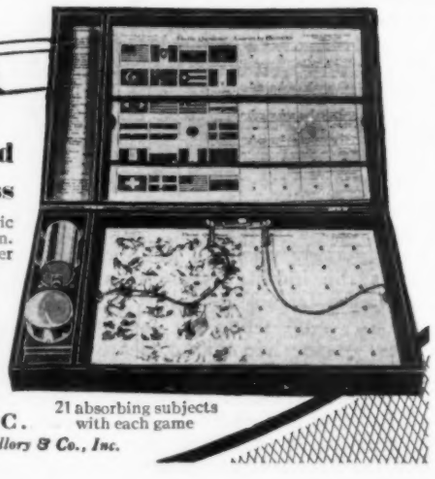

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BEFORE we had dinner the children were instructed to be quiet and not quarrelsome and to try to act like little men and women during the meal. A small piece of spinach found itself on Angela's cheek after she finished her vegetables.

Little five-year-old Buddy in his best voice and manners said to her: "Angela, wipe off your face. Some vitamins are hanging on."—*Mrs. E. G., Milwaukee, Wis.*

THREE-YEAR-OLD Dolly Dean was listening intently while her daddy and mother were discussing the saving of tinfoil to be sold in their city for the crippled orphans.

During a lull in the conversation she spoke up. "Mother, if Jackie and the baby and I all died, would you and Daddy be orphans?"—*Mrs. J. E. C., Birmingham, Ala.*

LITTLE Dick's mother took him for a visit to his grandparents. When bedtime approached he was instructed to kiss all his relatives goodnight. He hesitated when he came to his grandfather, who wore a long, heavy beard.

"Mother, I can't tell Grandpa goodnight. There isn't any place to tell him."—*Miss M. Z., Kansas City, Mo.*

MRS. GOODBODY returned home early one evening and was surprised to find the nursery unlighted and strangely quiet. She entered the room and found her son, aged six, and her daughter, aged four, tiptoeing about in silence. The baby, eighteen months, stripped of her clothing was gleefully leading the procession.

"Whatever are you doing?" asked the mother.

"We are playing we're Adam and Eve in the garden of Eden," the two answered in unison.

"But what are you doing with little sister?"

Amazed at her ignorance they said, "She is the spirit of the Lord that came in the cool of the evening."—*Miss G. M. L., San Diego, Calif.*

LITTLE four-year-old Bessie was carrying her pet dog by the tail the other day when her father met her.

"Bessie, aren't you ashamed of yourself," he asked, "carrying your little pet in that manner?"

"Well, you see," she carefully explained, "the other end bites me."—*J. J. F., Columbus, Ohio.*

MOTHER: "I hope you used your napkin at Mrs. Smith's today."

Bobbie: "I sure did. I tied Fido to the table-leg with it while we ate."—*R. P., Dayton, Ohio.*

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YOU SHOULD GIVE THEM

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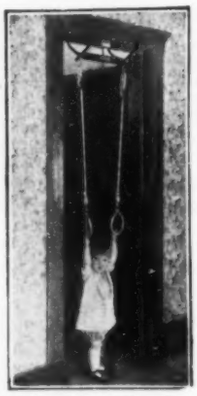
In Spite of the Curtain Slide the "Busy Kiddie" Hanger Grips Door Trim Firmly Without Leaving a Mark



The "Busy Kiddie" Flying Rings with Hanger

The "Busy Kiddie" Trapeze with Hanger

The Busy-Kiddie
TRADE MARK

the most wonderfully entertaining toy for young children, boys and girls alike, especially when the weather is so bad that they can't go out.

With a "BUSY KIDDIE"—the Doorway Gym—they will be perfectly happy though cooped up, housebound, in fact.

Swing, trapeze, flying rings and the patented Hanger constitute the "BUSY KIDDIE" Set, so it's quite complete. Just imagine, therefore, all the healthy fun and splendid exercise children can have as they vie with one another to do their very best stunts as every child loves to do.

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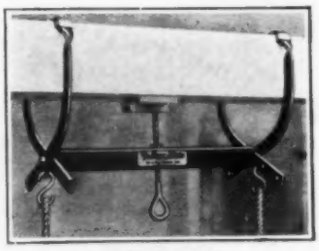

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The "Busy Kiddie" Hanger

It's patented, so there is nothing like it and the Hanger you see here is the very same shown in each of the other pictures.

Swing, trapeze and flying rings are all hung from this Hanger. It clamps over the trim of almost any door—an exclusive "BUSY KIDDIE" feature.

The Hanger which is tested to 350 lbs. is fastened or released by a few turns of the long screw.

The "BUSY KIDDIE" Hanger does away entirely with unsightly and treacherous screw eyes and it can be shifted from one doorway to another in a few minutes—anybody can do it.

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Family Fun

Things for Parents and Children to Do Together

THERE are probably few toys which have so many possibilities for constructive play, calling into action so many imaginative faculties and such demands upon ingenuity, originality and skill as the little marionette theater. And there are probably few toys which mean so much joy to the whole family and their friends on long winter evenings and on holidays.

One small boy, helped by his interested father and mother, has for two or three years played with a little marionette theater all his own. It is a simple home-made affair, which does not lower its value. A wooden grocery box is made to serve as the theater. It has one side removed. And an electric bulb brought near serves as lighting, or a spot-light as required by the play. A transformed toy dog serves as the wolf in "Little Red Riding Hood," and crayon-colored paper serves as the house, and the wings, and the forest grass, with toy furniture or blocks as "props." Sometimes his aunt takes part in some of the plays, and an audience of company greatly adds to the pleasure and fun for the small puppeteer. Another group of children with a little play-room marionette theater have added a toy orchestra, tickets and programs to the occasion of their play giving; and they use original plays written or worked out by themselves.

ALTHOUGH beginning in the nursery with simple little rag dolls on strings at the required points, the wrists, knees, head, back, and neck, the little theater may become more complete and intricate as the children grow older. Plays as complicated as "Treasure Island" and Shakespeare, are not outside its province, so that the scenery and properties may become more exact accordingly and more elaborate. Backgrounds and costumes, so accurate historically that they indicate the exact period in which the play is staged, are some of the problems in store for older children. There are lighting effects to supplement the period costumes, as well as stage noises, rain and so on, tricks, fat puppets growing magically thin and thin puppets fat before the eyes of the audience, voice modulation to express the different characters and the skillful knack of suiting the action to the spoken line, all of which add to the glamour and interest of this never outgrown constructive toy for the playroom and home!

"Jack and the Beanstalk," "Goldilocks," "Treasure Island," "Alice in Wonderland," "Arabian Nights," "Don Quixote," "Gulliver's Travels," "Hiawatha" and the Hans Christian Anderson and Grimm fairy tales are some of the material for plays when they are not written by the children themselves.

A list of books, a number of which were recommended by Tony Sarg, are given below. Most of these may be obtained at the library, if they are not purchased, and contain directions for the making of theaters, either simple or elaborate, dolls, suggestions for scenery, lighting, costuming, plays and other interesting and valuable points and pointers for the parent who wishes to go into the subject a little more deeply.

"The Tony Sarg Marionette Book," illustrated by Tony Sarg, text by F. J. McIsaac; "Book of Marionettes," by Helen Haiman Joseph; "Marionettes, Masks and Shadows," by Winifred H. Mills and Louise M. Dunn; "Children's Theaters and Plays," by Constance D'Arcy Mackay; "The Boy Showman and Entertainer," by A. Rose; "Everybody's Theater," by H. W. Whanslaw. These explain in some detail about dolls with modeled heads, Burattini with carved heads, the making of elaborate period props, lighting effects, and the more intricate aspects of marionette playing at home.—*A. B., New York.*

THANKSGIVING SHADOW PICTURES—Shadow pictures or silhouettes may be prepared in advance if there is a committee available to spend some time on it. If not, very good results may be achieved by appointing two people who will be responsible for having the properties ready and giving the instructions to the members of the group who are to participate. If desired, these may be the winners of the awards in a previous game. For good results, the leaders must have prepared a definite plan for each picture and give clear-cut directions to the participants. The length of time for the preparation of each tableau should be specified. One person is responsible for adjusting the lights and posing the scenes, while the other announces the names of the scenes. If desired, appropriate music may accompany the tableaux. The group may sing a well-known Thanksgiving song or a piano selection may be used. A clever pianist may lead the group with an accompaniment throughout the scenes. Such subjects as the following may be used: "The Landing of the Pilgrims," "The Meeting of John Alden and Priscilla Mullins," "The Presentation of Thanksgiving Gifts from the Indians to the Puritans," "Presentation of Thanksgiving Gifts from Puritans to Indians," "Indians with Bows and Arrows Near Wigwam," Puritans on Way to Church, Guns Over Men's Shoulders," etc.—*The Playground and Recreation Association.*

Tell us how your family has fun together. We will pay $1 for each contribution published. Address Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

"Will there be an upstairs, too?"

"Yes, if the glue holds out. And if this tube gets all squeezed, there's more where this one came from. But if anything happened to Mr. LePage's I don't suppose there'd *ever* be any more doll's houses *at all!*"

Cheer up! Mr. LePage's enjoys excellent health and expects to supply the world with glue for making and mending for many years to come. LePage's is so handy, so strong, so quick and easy to work with. It has always been the *mending* friend and now thousands make and decorate with its help all sorts of lovely gifts of wood, leather, cloth and paper, following ideas in magazines, or in LePage's New Craft Book, for a copy of which send 10 cents to LePage's Craft League, 697 Essex Ave., Gloucester, Mass.

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(This book guide tells you)

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HOME MOVIES

By Louis M. Bailey
Amateur Cinema League, Inc.

The Selection of Screens

TO assure the maximum of enjoyment from your home movie shows, thought should be given to the selection of the right sort of screen for your needs and to its proper use. Screens are made from many materials to suit various projection conditions. If the room in which you are going to entertain is long and narrow, you will want a screen which reflects most of the light directly back, one of the very smooth, highly reflective, metallic screens or a very fine bead screen. The proper screen for a short, wide room, in which the projection was arranged across the short dimension, would be one with a high diffusion surface, such as non-gloss paint, kalsomine, dull finish plaster. While those seated directly in front of the screen would not find the picture as bright as with the first type of screen, the image would be entirely satisfactory, and those on the sides would find the screen nearly as bright as those seated in the center.

IN the use of any screen it is extremely important that the screen surface be perfectly flat and that the lens of the projector be, as nearly as possible, on a line perpendicular to the surface of the screen at its center. It must not be appreciably above, below, or to one side of the screen center, if it can be avoided, and the screen surface should be at right angles to an imaginary line drawn from the lens center to the screen center. If you do get the lens far to one side or very much above or below the screen center, you will have a distorted picture and it will not be in perfectly sharp focus all over the screen. Some variation is, of course, not serious. As a general proposition, a two or three-degree angle of the axis of projection with the screen surface will not do any appreciable damage. This angle should never exceed ten degrees.

And, finally, it is imperative, if you desire perfect projection, that the screen surface be as clean as possible. It is astonishing how rapidly any surface accumulates dirt from the atmosphere. As this accumulation increases it gradually but surely lowers the reflective power of any screen. Non-absorbent surfaces, such as metal, become grimy much more slowly than such an absorbent surface as flat paint. But all screens require careful cleaning at frequent intervals.

If you have chosen the proper screen for your projection room, set up the projector in proper relation to the screen, and have assured the cleanliness of your screen surface, you will be assured of maximum screen satisfaction.

The Voice with the Smile Wins the Child

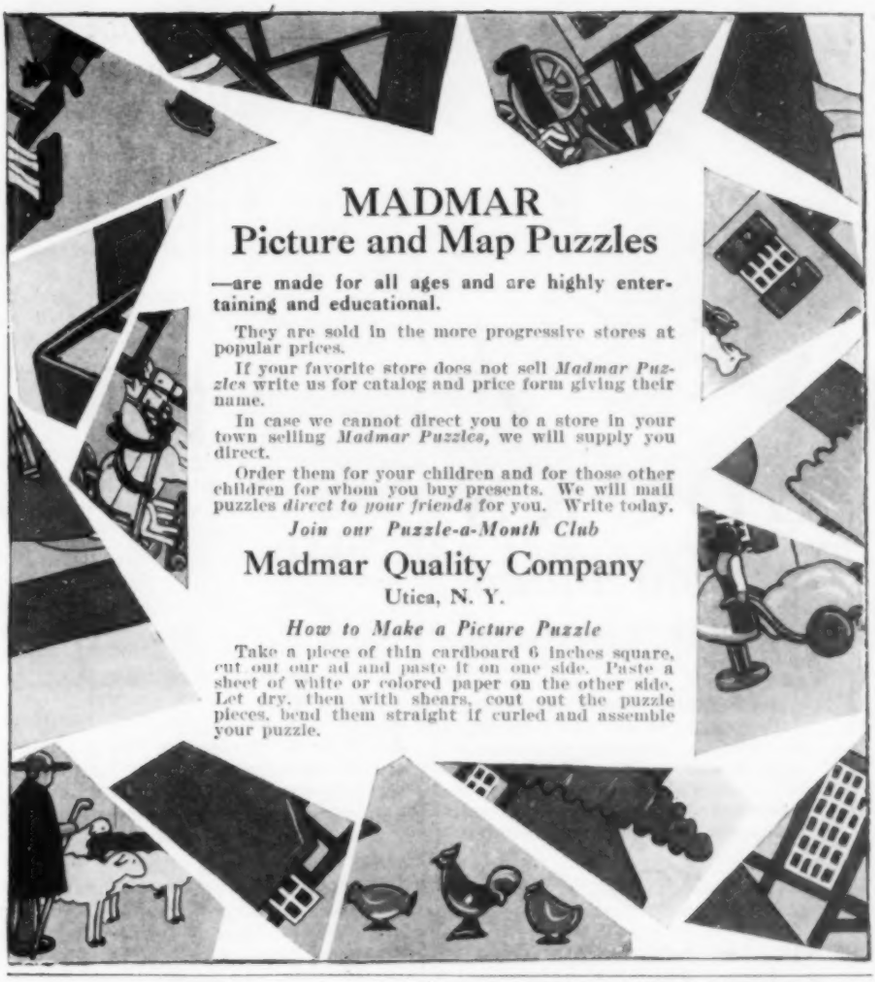
(*Continued from page* 21)

from the mother invites rebellion on the part of the child. If the mother's ideal of obedience is a slavish compliance, there is certain to be an aggressive quality in her voice when she directs her child. That quality will overwhelm a timid child, but if the child is unafraid and independent he will react with an aggressiveness that is wrongly labeled rebellion. If, however, the mother knows her request is reasonable and fair and so takes it for granted that the child will obey, she will speak in a calm, assured tone that will inspire obedience by making it appear natural. If the child recognizes his mother's sympathy and understanding as expressed by her voice, he will respond.

THE very atmosphere of the home depends largely on the sound of the voices heard there. It is not enough that the mother's voice and the voices of others be pleasant when talking to the child. The conversation of adult with adult as overheard by children enters into their consciousness and sets up in their minds vocal standards as well as standards for the behavior of human beings. No matter how lovely the parents' voices when they address the children, the effect can be undone if the children overhear angry discussions between their parents. Such unhappiness has an injurious effect upon the child, giving him a sense of a home divided against itself and an impression of insecurity.

If the child is to have a pleasant voice, he must hear pleasant speech around him. He cannot develop an attractive voice when his parent's instructions as to his use of his voice are given in tones wholly subversive to the condition she is trying to establish. The mother who uses an angry tone in telling her child to stop crying, is helping him to continue to cry. Her raucous tone rubs his nerves and weakens his power to master himself. Her voice does not give him a standard of beauty to follow. How can a child be induced to stop shouting or to speak distinctly, if those about him shout or mouth their words? Here again the mental attitude governs the tone. We express in our voices what we really feel. If we feel gentleness and consideration for others, it will show in our voices and in the voices of our children.

Basically, speech is the union of human beings by means of vocalized ideas. Any speech is an attempt on the part of the speaker to "get together" with the other person. It is this getting together that constitutes our social feeling. When there is a very high degree of social feeling, as between happy lovers, or on the part of the mother crooning to her child, the sympathetic imagination is revealed in a lovely voice. The best mental condition for good tone is to be perfectly in love—in love with a great many human beings, in love with one's environment, with one's tasks, in love with life.



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AND NO TROUBLE

Come down for a Chalfonte-Haddon Hall Thanksgiving—you and your husband and the children—where everything is done for you. Where you have your own table, just as at home . . . your own turkey . . . the attention of your own interested waitress. And where a homelike cheeriness prevails everywhere. It prevails in Sandy Cove, the playroom for children. In the sun-rooms, the bridge-rooms, out on the Ocean Deck, and in faultlessly appointed and decorated bedrooms.

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"Bring on your old snow," says Buddy. "Betty and I are wearing one-piece Klad-Ezee Snugovers, and you can't touch us. We put them on ourselves when we go to school or out to play—and we take them off alone, too."

Klad-Ezee Snugovers have patented snow-proof drop-seats that help form correct health habits. Zipper style fasteners in place of buttons on blouses and leg-bottoms enable children to change them quickly. They are made from heavy virgin wool, wind-proof and water-resisting, in cardinal red, Yale blue, Kelly green and polo tan, sizes from 3 to 10.

Send $10 with your name and address, stating color and size desired. Fit it on your child. Should you return the Snugover, your money will be refunded.

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THE MACMILLAN COMPANY
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Furnishing the Whole-Family House

(Continued from page 31)

sun-room or some room which is not in constant use, but the living rooms should afford relaxation. One does not tire so readily of the deep, fairly dark tones as one does of the subtle and unusual colors.

So varied and interesting are the textures, designs and colorings of the washable wallpapers which are now on the market that one turns to them as a natural choice, especially for the home where there are children. Such wall covering is now used in many hospitals because of its sanitary features and is, of course, important in the home where children's diseases are likely to appear. Such paper is germ proof since it may be washed down with a strong disinfectant without injury to color or design. Oilcloth, now manufactured in dull finishes, is also available in many designs which are charming for use in bathrooms and nurseries.

FOR the more formal rooms of the house there are imported wallpapers which are treated so that they may be washed. One of these which is available in any number of floral patterns, modernistic designs and even in a silver finish resembles an ordinary wallpaper in texture. Another has the appearance of a fine damask with its silky sheen and designs copied from period fabrics. Ordinary wallpapers, of which many of the scenic papers are interesting for use in children's rooms or in hallways, and the dainty modernistic motifs of German and French inspiration, suitable in bedrooms or living-rooms, may be made washable by shellacking them after they are on the wall.

If the floors are not especially attractive in a house, it is often a good plan to use linoleum throughout as this is easily cared for and, in some rooms of the house, such as the kitchen, the sun-room, the breakfast-nook and the playroom, it is sufficient. Linoleum patterns which simulate flooring in coloring and design, resembling old planking with peg joinings, fine parquet effects, and two-by-fours of hard woods are excellent. Mottled effects show dirt much less easily, of course, than do plain patterns.

For the living rooms of the house small patterned carpeting has been suggested for various practical reasons. Small floral patterns, or some of the more conservative modern designs, may be had in almost any coloring. For the Colonial type of room, carpeting in which the designs of old hooked rugs have been used is most appropriate. A carpeting now on the market which is of domestic manufacture has the appearance, in texture, design and coloring, of an oriental rug. Hair carpeting is practical for the children's rooms as it is very durable and inexpensive, and keeps the floor warm. Scatter rugs may be used over this to step on at the bedside and for color. Rag carpeting is gay and colorful and also inexpensive, and

Why Doctors advise

PYREX Nursing Bottles

Won't break in boiling water

Won't break in cooling

PHYSICIANS write us that so important is regularity in feeding, these boil-proof bottles are a real step toward higher infant health standards.

Not to mention the greater convenience to mothers! Pyrex bottles never break in sterilizing. Filled hot bottles can be plunged into iced water for rapid cooling. Iced bottles can be put into boiling water. Thus a regular feeding schedule is insured—no cracked bottles just when feeding is due!

Physicians recommended the design of Pyrex bottles:

6-sided—making them easy for baby to hold. They do not slip or roll. Inside, the bottle is rounded off broadly, making it very easy to clean.

Flat-bottomed—they stand firmly.

Ounces and half-ounces are plainly marked.

The two shapes that baby specialists approve—wide-mouth and narrow neck—both in 8-ounce size.

Get enough Pyrex bottles for a full day's feeding from your drug store. They are made by the makers of Pyrex ovenware. Corning Glass Works, Corning, N. Y.

Trade-mark "PYREX" Reg. U. S. Pat. Off.

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A SIEVE THAT SAVES YOUR HANDS

The **SUPER -SIEVE★** Rotary Colander

Baby's First Solid Food!

Now it's easy to sieve cooked fruits and vegetables. Just pour them piping hot into the Super-Sieve Rotary Colander. Rotate handy hard wood roller and food comes through QUICKLY in smooth, puree form—just right for baby's first solid food. Saves time and labor. A remarkable Combination Colander, Sieve, Ricer, Fruit and Vegetable Press with many DAILY uses. Approved by Good Housekeeping Institute. At stores or by mail $1.50. Fully guaranteed.
THE TYLER MFG. COMPANY
Dept. C-1129 Muncie, Indiana

Cuticura OINTMENT
A tried and trusty friend for 50 years.

is appropriate for use in the provincial type of room. It should be laid over a good floor pad to lengthen its life.

In room-sized rugs, those of close pattern and of recognized domestic make are most popular. Many moderately priced rugs from Germany are also on the market now, chiefly in modern design and soft colorings. Machine-made hooked rugs are attractive, but as yet are fairly expensive. In patterned rugs, the domestic Oriental, recently introduced, is a washed rug, made in this country by machinery, and closely copying the designs and colors of the famous rugs of the Orient. These rugs are available in a price range which does not prohibit their use in homes where there are children, and their wearing qualities are exceptional.

When it comes to selecting upholstery fabrics those should be chosen which thrive on wear and tear. There is a new fabric recently put upon the market, which is proving very satisfactory. It is available in almost any color and in plain or patterned material. This fabric is ideal for the home in which there are children as it may be washed with soapy water without injuring the color and is waterproof so that it may be used on furniture which is left out of doors. It has a silky finish which makes it suitable for use as permanent upholstery on living-room furniture, and it is ideal for the seats of dining chairs.

OTHER fabrics which are suitable for hard wear are wood tapestries, of which the Jacobean and Crewel patterns are especially smart with oak and eighteenth-century furniture. Small floral patterns on rich brown grounds are also available in this material. Frieze is also a durable fabric. Wide wale reps and patterned reps wear well and come in good shades of green, rust and brown. Shiki weaves, rather rough, combining two colors and sometimes two kinds of threads, give a pleasing effect, are colorful and are so closely blended that they fit well into any color scheme, for though they are not in solid colors they escape being definite in pattern. Croydon stripes are also wearable fabrics which are softly colored and simulate solid color at a little distance. Mohairs are available in many interesting new weaves and designs. Tapestries, Crewel embroidery, and an especially usable group of colorfully striped fabrics are only a small portion of the large mohair group.

An article on curtains and draperies giving special attention to materials suitable for children's rooms will appear in a later issue of THE PARENTS' MAGAZINE.

Bad Child

Do not scold, do not preach,
Do not let your flat voice sink,
My gay heart you cannot teach.
Only think:

I am hard, I am bad,
All your weary days I scar;
Let me play lest I grow sad
As you are.

—*Dorothy Carlaw.*

PLAYSKOOL
The Home Kindergarten
Price, $16.50

Whoof Whoof, the Brown Bear Bean Bag Game — "Fun to Make — Fun to Play". Price, $1.25

KNOWOOD — *24 wood studies, illustrated with pictures of seeds and leaves of each tree. In sturdy wood box. Price, $2.00*

PLAYSKOOL *Peggy Box — a complete peg-board outfit in attractive painted wood case. Price, $3.00*

Little Peggy Box, a smaller peg-board outfit for very young children, in strong cardboard container. Price, $1.00

WHAT ARE THE PRODUCTS *of* Playskool Institute?

THE outstanding product of PLAYSKOOL Institute is PLAYSKOOL, the Home Kindergarten, a happy collection of kindergarten materials, carefully selected by the PLAYSKOOL Council of Educators, to stimulate the creative faculties of the child's mind. The material is housed in an attractive, sturdily built desk which, with the accompanying chair, serves also as the child's play-nook.

PLAYSKOOL is accepted by practical teachers and modern parents as the ideal medium for training young children in the home, before school days begin. As such, it fits into the new, broadly accepted pre-school program founded on the idea of "learning while playing."

New Products by PLAYSKOOL Institute

Other products which carry out the "PLAYSKOOL Idea" are Whoof Whoof, the Brown Bear Bean Bag game, which must be completed by the child before it can be used. The PLAYSKOOL Peggy Box and Little Peggy Box, are fascinating peg-board outfits, containing colored blocks, pegs, laying sticks and parquetry blocks—all approved kindergarten materials, put up in attractive packages. They may be used with, or independently of PLAYSKOOL — the Home Kindergarten. KNOWOOD is an educational kit of 24 wood studies for children in school, who are interested in science, nature study or manual arts.

25 cents Brings You The "Get Acquainted Package"

It contains the booklet, "Pre-school Training in The Home," one PLAYSKOOL cut-out lesson, a sample KNOWOOD study and complete information on PLAYSKOOL Institute and its Products.

Ask for PLAYSKOOL *Institute Products at your Dealer's or use the attached coupon for your order.*

PLAYSKOOL INSTITUTE
594 COMMERCE ST. MILWAUKEE, WIS.
A DIVISION OF JOHN SCHROEDER LUMBER COMPANY

Merchants, write for dealer proposition.

PLAYSKOOL INSTITUTE 11-P-29
Milwaukee, Wisconsin

Gentlemen: Please send me the items checked below for which I enclose $.....

☐	One PLAYSKOOL Home Kindergarten	@ $16.50
☐	One Whoof Whoof Bean Bag Game	@ 1.25
☐	One PLAYSKOOL Peggy Box	@ 3.00
☐	One Little Peggy Box	@ 1.00
☐	One KNOWOOD Kit	@ 2.00

Name.....

Address.....

City.....State.....

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All NOMA Christmas Lights are Extension Outfits

YOU can connect each sparkling set of NOMA Color-Lights to the next set merely by plugging in. This permits you to use a long, beautiful string of Christmas color lights for attractive outdoor and indoor decorations, as well as for Christmas trees. Only NOMA and its licensees have this helpful extension connector on every series outfit.

Every NOMA Bakelite socket is plainly stamped with the name NOMA. Insist on NOMA and you will have the best in Christmas color lights. Every NOMA Color-Light string is equipped with genuine small MAZDA lamps, assuring long service, brilliancy and low current cost. Don't use any but MAZDA lamps in NOMA Color-Light outfits.

NOMA Color-Lights come in outfits of eight brilliant color lamps, and more, to a string. From $1.00 up. String them up, indoors and out, until your home becomes a Christmas fairyland. You can get them in every electrical, hardware, toy and department store.

Send 10 cents for the fascinating booklet: *"Decorating with Color-Light, 54 Plans for 'Parties they'll remember'."*

Noma Electric Corp., Dept. No. 14,
340 Hudson Street, New York City.

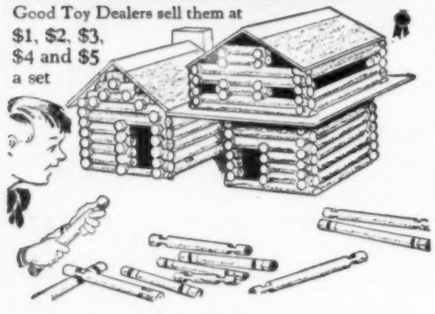
Look for these NOMA *Features*

1. Extension Connector
2. Attachment Bead
3. Bakelite Socket
4. MAZDA Color Lamp
5. NOMA Mark

Noma STRINGS OF COLOR *lights*

LINCOLN LOGS
AMERICA'S NATIONAL TOY

Good Toy Dealers sell them at $1, $2, $3, $4 and $5 a set



Boys and girls who already have Lincoln Logs always want more—include Lincoln Logs in your "Christmas List"—they provide happy, instructive play hours without the parents' supervision Youngsters become absolutely fascinated in working out building schemes with Lincoln Logs.

Lincoln Logs, 232 E. Erie St., Chicago

Things *for* Children to *Do and* to *Make*

Edited by the Playground and Recreation Association of America

A REVELATION of children's skill and interest in handcraft was the recent exhibit of articles made on the four hundred and thirty-one vacation playgrounds maintained by the Board of Education, New York City. More than 15,000 articles—beautiful, useful, and, in general, far from crude—were on display. The children had shown great ingenuity and artistic ability in working out their own ideas.

Some of the projects which proved most popular with these children offer ideas for parents in encouraging home handcrafts. Many children from six years old up made vases from old glass bottles. A pickle jar or other bottle having a wide neck makes the best container. Paper of various colors is cut into small triangles, which are pasted over the outside of the jar so as to cover it completely. By mixing the colors and applying the patches in a zig-zag pattern, one triangle often covering part of another, an effect very like gay Czechoslovakian pottery is obtained. The outside of the jar is painted with clear shellac as a finish.

That very small children can do creditable reed work was demonstrated on Vacation Playground No. 63, where two girls aged only four and five wove simple baskets. The five-year-old, on hearing that her basket was for bonbons, invested a long-hoarded dime in many colors and varieties of penny candy, so that the picture would be complete. One of the most ambitious projects in reed work was a floor lamp woven by a boy of fourteen.

Many other boys made articles for household use—and didn't consider it "sissy." Even more surprising were the dozens of doll houses made by boys and destined, no doubt, to gladden sister's Christmas. Three boys joined their efforts to build and furnish a three-story house, complete even to hand-woven rugs and the little gas range in the kitchen. Some of the furniture was made from wood, some from heavy paper folded and painted. Who says boys aren't interested in home making?

Paint, brushes, some empty jars and boxes—and these children are having a fine time satisfying their creative urge.

Christmas Dolls

A doll for Christmas is a gift grown-ups as well as children will welcome, provided she's a doll who has a mission in life, as the following useful ladies have. Children will enjoy making and presenting these gift dolls.

DOOR-STOP DINAH—Very tiny children may have a hand in making this doll. Buy a quart milk bottle and fill it with sand or pebbles. Cover with a cloth which is firmly tied down. Make a slit in the cover and stick a large wooden spoon down into the sand, with the rounding side to be used for the face. Cover this spoon with white cloth (or black, for a colored Mammy) upon which a face has been painted.

Finish the head with a bonnet, which will need to be stuffed with cotton, in order to fill out the head from the spoon.

Dinah may be dressed in ruffles and silk, or she may be just a gingham lady with a full skirt, a draped waist and stuffed arms which are fastened under the shoulder drapery.

BRIDGET, THE HANDY MAID—Two or three children in a family will delight in making one of these dolls for mother's Christmas present. Bridget is built on a soap shaker and may cost as little as fifty cents, or more if the children want to deck her out with further accessories. A dish mop is bound to the soap shaker, the white strands being draped over the shaker for "hair." Make the face of a piece of cloth marked in India ink or painted. A dish towel is the skirt, a glass towel makes the shawl. With twine and ribbon, Bridget is easily put together. To add to Bridget's usefulness, she might have a scour bag for a cap, and a kitchen pad and pencil might hang from her waist.

SALLY, THE BROOMSTICK-LADY—Just think of the fun of walking a Broomstick Lady into Mother's room early Christmas morning! To make such a big affair, and not let Mother know anything about it, is difficult. So the children had better take possession of a certain closet and tell Mother to keep as far away from that closet as she can.

A new broom is the foundation for Sally. For the head, fasten a large ball of twine to the top of the handle, and tie a cloth securely around it. The face is drawn on this. A dust-cloth, feather-stitched on all sides might be draped for a turban, or a sunbonnet made of holders with a gathered piece of any material at the back. Some member of the family could make a fancy dress hanger, crocheting a cover to a wooden one or making a silk cover for a wire hanger. Fasten this hanger to the handle of the broom, just below the head. Father might join in the fun by buying a pretty morning dress for Mother which would hang upon the dress hanger.

If it is desired to stuff the dress, a sofa cushion might be used, not necessarily a new cushion, but an old one recovered as a surprise. An apron of some kind might cover the dress. Hanging from Sally's waist might be a pair of shears for the kitchen and a pin cushion to fasten on the wall, both of which are often lacking in kitchens. Around her neck might be a long necklace of smaller articles such as a potato knife, an egg beater, several kitchen spoons, a measuring cup, a brush to wash bottles, etc. Hair of steel wool is a crowning touch. As soon as the children begin to plan they will have all sorts of further ideas for dressing the Broomstick Lady.—*M. L. H., Dorchester, Mass.*

We will pay one dollar for each contribution published in this department. Address the Managing Editor, THE PARENTS' MAGAZINE, *255 Fourth Avenue, New York, N. Y.*

A good suggestion for a good toy—TinkerToys

—and many more.

The TOY TINKERS, Inc. EVANSTON, ILL. U. S. A.

THE LITTLE TINKER RED MEN IDENTIFY THE GENUINE

Tiny Tot Slide

Hey Jimmie—Come On Over!

Tiny Tot Gym

Lots of Fun with

GIANT

Playground Apparatus

Do You Know Where They Are After School Hours?

Approved By the Experts and Readers of The Parents Magazine

Youth breaks loose after being cooped up in the class room. Better the clean, healthy exercise afforded by Giant Portable Outfits than the danger of playing in the street. The apparatus will pay for itself in the security of the children's welfare and your added peace of mind.

Send for Booklet and New Low Prices

GIANT MFG. CO.

Dept. T-18

Trenton, N. J. Council Bluffs, Iowa

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When The Baby Goes Visiting

Then mother appreciates **Babette,** those white, soft, highly absorbent pads which she places inside the diaper. She knows that **Babette** can be disposed of anywhere as easily as toilet paper.

Babette will keep your baby dainty, clean and comfortable and its use will dispense with the most disagreeable laundry. *40c per box. 3 boxes for*

$1.00

INFANT SUPPLY COMPANY
265 Western Ave.
Lynn, Mass.

INFANT SUPPLY COMPANY
265 Western Avenue
Lynn, Mass.

You may send me ..... boxes of Babette as advertised in Parents' Magazine. I enclose $.....

Name.....

Street.....

City.....State.....

11-P.

Cash's Names
are Ideal Xmas Gifts!

The search for something unique, something different, something useful and inexpensive finds its perfect solution in CASH'S NAMES. Many of your friends use them and know they are the ideal way to mark all linen and clothing. Give CASH'S NAMES to everyone on your Xmas list this year. *Order from your dealer or write direct.*

Trial Offer Send 10c for one dozen of your own first name woven in fast thread on fine cambric tape

12 Doz. $3.00
6 Doz. $2.00
9 Doz. $2.50
3 Doz. $1.50

JOSEPH LYONS

J.&J. Cash, Inc.
139th St. S. Norwalk, Conn.
6221 S. Gramercy Place
Los Angeles, Cal.
109 Gray St. Belleville, Ont.

Motion Pictures

(Continued from page 32)

Nancy Carroll excellent as the sane partner in a vaudeville act, and Rogers as the caddish hero who brings heartache to his loyal little sweetheart by his "illusion" that he can climb into social circles by card tricks and marry a blue-blood. Nancy's voice, singing, and acting again stamp her as one of the screen's best. All talking. (E) *For A:* Good of its kind. *For Y:* Good and probably harmless. *For C:* Of no interest.

IN THE HEADLINES, with Grant Withers and Marion Nixon (*Warner*)—Another newspaper reporter finds his big moment in solving a murder mystery. All talking. (U) *For A:* Fair. *For Y:* Passable. *For C:* Too limited in action to interest.

KITTY, with John Stuart (*World Wide*)—An English picturization of Warwick Deeping's novel of war-time—with fine acting and strong appeal to the intelligent audience. The dialogue is beautifully rendered by fine voices and the acting is worthy of the story. All talking. (E) *For A:* Very good. *For Y:* Good. *For C:* Beyond them.

THE LADY LIES, with Walter Huston and Claudette Colbert (*Paramount*) — Exceptionally good acting distinguishes the picture. The sophisticated plot limits it to adult audiences, for whom it is interesting entertainment. All talking. (U) (E) *For A:* Interesting of its type. *For Y:* Too sophisticated. *For C:* No.

THE LAWLESS LEGION, with Ken Maynard (*First National*)—An above-average western that is particularly lively, with some beautiful scenery, but with thrills too numerous and violent to be good for many children (as is the case with most westerns). Silent. (E) *For A:* Hardly. *For Y:* Harmless. *For C:* Perhaps too exciting.

THE LOVE DOCTOR, with Richard Dix (*Paramount*)—(From "The Boomerang") The plot of this farce concerns a young doctor whose plans do not include matrimony, but who cannot withstand the pressure put upon him. It is mildly entertaining. All talking. (U) *For A:* Only fair. *For Y:* Not recommended. *For C:* No.

MELODY LANE, with Eddie Leonard (*Universal*)—Very ordinary story of vaudeville pair—she succeeds, he fails—but their child brings them together again. All talking. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* Of no interest.

NEW ORLEANS, with Ricardo Cortez (*Tiffany*)—One of the worst ever made—crude, false, stupid, vulgar beyond description. Only abysmal ignorance and bad taste could possibly produce such a thing. Silent (mercifully). (E) *For A:* Offensive. *For Y:* Impossible. *For C:* No.

NEW YORK NIGHTS, with Norma Talmadge (*United Artists*)—Underworld characters and unwholesome incidents portrayed without distinction or interest. All talking. (U) *For A:* Poor. *For Y:* Unwholesome. *For C:* No.

OH YEAH, with Robert Armstrong (*Pathe*)—Amusing comedy romance of two brakemen and their girls in a mining camp. The "wise-cracking" dialogue and really human characterizations provide the fun. All talking. (U) *For A:* Amusing. *For Y:* Amusing. *For C:* Harmless.

THE PASSION OF JOAN OF ARC, with Mlle. Falconetti (*World Wide*)—French importation. This picture is a masterpiece. The entire method of story telling is in direct contrast to American technique and is worth seeing, if for no other reason. But in addition the remarkable acting of the splendid cast makes it an unforgettable experience. Silent. (U) (E) *For A:* Excellent. *For Y:* Excellent. *For C:* Too mature.

POINTS WEST, with Hoot Gibson (*Universal*)—The story is dull, the action conventional, and the humor questionable, but our cowboy hero avenges his father's murder and saves the girl and the old homestead in spite of these handicaps. Silent. (U) *For A:* Poor. *For Y:* Poor. *For C:* Not recommended.

SALUTE, with George O'Brien (*Fox*)—A wholesome, romantic comedy of life at West Point and Annapolis which includes a spectacular football game. All talking. (U) (E) *For A:* Entertaining. *For Y:* Excellent. *For C:* Good.

SAY IT WITH SONGS, with Al Jolson and Davey Lee (*Warner*)—An exceedingly sentimental sequel to "The Singing Fool"—with Davey Lee and Marion Nixon doing excellent work in a sobby story constructed primarily to allow frequent songs by Al Jolson. All talking and some tears. (E) *For A:* Fair. *For Y:* Entertaining. *For C:* Hardly.

SIDE STREET, with Matt, Tom and Owen Moore (*RKO*)—An interesting story with excellent characterizations which throw a glamour over an underworld Robin Hood personality and, therefore, is unwise entertainment for immature audiences. All talking. (U) *For A:* Entertaining. *For Y:* Better not. *For C:* Not recommended.

SKIN DEEP, with Monte Blue (*Warner*)—Preposterous story that breaks every law of dramatics, common sense and decency. Heroine tricks her husband, the gunman-hero, into prison and lives with a rival gunman, with whom she plots death of her husband, etc. A gangland-police story of the worst kind. All talking. (E) *For A:* Offensive. *For Y:* Unwholesome. *For C:* No.

THEY HAD TO SEE PARIS, with Will Rogers (Fox)—Satirical comedy of the adventures of a small-town family which ventures to Paris to spend recently acquired wealth and also to acquire a "background." It is excellent entertainment of the rare type of humor we can expect from Mr. Rogers, but it is rather too mature for children. All talking. (U) *For A:* Excellent. *For Y:* Doubtful. *For C:* Too mature.

SMILING IRISH EYES, with Colleen Moore (*First National*)—Very sentimental, old-fashioned stuff—ridiculed by many critics—but it is a wholesome, rather charming story of Ireland and New York that contains bits of the best real acting Colleen Moore has ever done. On the whole it is human and appealing, and its improbabilities and other faults are relatively insignificant. All talking. (E) *For A:* Fair. *For Y:* Entertaining. *For C:* Good, though somewhat beyond them.

SPEEDWAY, with William Haines (*M-G-M*)—Another conceited hero part for Haines, with much exciting action in the auto-racing. Lively picture and practically unobjectionable. All talking. (E) *For A:* Passable. *For Y:* Good. *For C:* Good if not too thrilling.

Leaflets, Pamphlets and Books

Published by THE PARENTS' MAGAZINE, 255 Fourth Ave., New York, N. Y.

For Group Leaders

Program on Child Training—Subjects to be discussed at P. T. A., Mothers' Clubs and Child Study Group meetings. Free.

Group Study for Parents—Suggestions on organization and interesting meetings. Free.

Parents Know Your Job—An inspiring poem by Berton Braley. Useful in stimulating interest. Free.

An Important Message to Groups—Containing a practical plan to provide money for worthwhile causes. Free.

Pamphlets

How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

Choosing the Camp—Questions parents should ask when choosing a camp. Including a camp catechism and a bibliography on camps and camping. 10c.

Books

A Doctor's Letters to Expectant Parents—A helpful book treating the psychological side of pregnancy as well as the physical. Invaluable to both mothers and fathers-to-be. Containing 18 letters—two for each of the prenatal months. $1.75.

If Parents Only Knew—What the modern school is doing for the child and how the home can help. Health, Recreation, Citizenship, Character Training and Choice of Vocation are among the subjects. $1.75.

The Modern Baby Book and Child Development Record—A unique book in which to record the development of children from birth to 16 years. It combines the charm and sentimental features of the old-fashioned baby book with the scientific records prepared by two of the foremost child specialists. Contains a detailed description of the development of normal children. Enables you to compare your child's development with the "average" child and with other children. The book comes in a box containing a handy file for photographs, letters, school report cards and other mementos you wish to preserve. An ideal gift to the mother of a new baby. The regular edition in pink or blue binding—$5.00. De luxe edition in half leather in either color—$10.00.

Of Course You Know

CHRISTIAN HERALD

——*

8 MONTHS

32 Issues

FOR ONLY $1.00

We are making a special introductory offer of 8 months for $1.00 so that you can get acquainted with the NEW and better Christian Herald.

Mail the Coupon

BUT if you haven't seen it in the last three months you can't know what a tremendously vital magazine it has become—its enthusiasm breathes from every page—and there are stories, cartoons, sermons, editorials, articles, and pictures that will appeal to every member of the family.

The NEW Christian Herald will bring you every week, in vivid fiction, vigorous editorials, and virile articles the news of all the exciting things that are going on.

Stories such as "A Gold Star Mother Speaks From Her Heart" . . . "How Peter Switzer Found God" . . . "The Cowpuncher's Religion" . . . the Stories and Hymns of Seth Parker, of radio fame, appear right along in the NEW Christian Herald.

And our regular contributors—Dr. Charles M. Sheldon—Honoré Willsie Morrow—William L. Stidger—Paul Hutchinson—Dr. S. Parkes Cadman—Amos R. Wells—and a host of other celebrities who know a good story when they see it . . . and know how to *tell* it—are appearing regularly in the NEW Christian Herald.

The contents are so varied and entertaining that every member of the family will find many articles of interest in every issue of the NEW Christian Herald.

CHRISTIAN HERALD, *Dept. PM-2, 419 Fourth Ave., New York, N. Y.*

I would like to see the new Christian Herald. Enclosed is my remittance of $1.00 for which please send me 35 issues of the NEW CHRISTIAN HERALD.

Name.....

Address.....

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Let's Look Behind the Label!

GREYLOCK ALL WOOL CHINCHILLA

COME ALONG to the land that lies behind the label and then you'll see what the label itself really means.

First you visit the great mill in Wilton, Maine, where GREYLOCK is made and watch the whole careful process—from the selection of the all-wool stock right through to the dyeing of the finished chinchilla in those lovely colors that are so becoming to children.

Next, a trip to New York, where we watch one of the select group of manufacturers who make GREYLOCK into children's coats; adding to the warmth and sturdiness of the fabric the careful tailoring that means style, and fit and still greater warmth and wear in the coat itself. Now—back home—and here in your favorite store, you'll find the coats proudly bearing the GREYLOCK label as a value guarantee of all that lies behind it.

GREYLOCK CHINCHILLA

Sole Distributors

Buckley & Cohen

225 WEST 34th STREET
NEW YORK CITY

GREYLOCK is made by the Wilton Woolen Co., Wilton, Me.

When you buy your Children's Coats look for the GREYLOCK label.

Noteworthy Books for Parents—Page 75.

"IT'S A FINE MORNING"

—when father, mother and the juniors can get out of bed and have a few minutes' healthy tussle with a Gym Junior. This home gymnasium enables them to take hundreds of natural exercises—light, medium or heavy. Keeps the muscles pliable, the body vigorous, and fine for reducing excess weight.

GYM JUNIOR—The Home Gymnasium PATENTED

includes a Punching Bag, Parallel Bars, Chest Weights, Rowing Machine, Massage Reducer, Swimming Machine, Wrist Developer, Chinning Bar, etc. All in one space-saving, tubular-iron unit. Affords a lot of healthy indoor sport for children and is an outlet for their energy during stormy weather. Handsomely finished, attractive in any room. Reasonably priced.

WRITE FOR
illustrated literature descriptive of Gym Junior and partial payment offer.

GYM JUNIOR COMPANY
538 Gregory Avenue, Weehawken, N. J.

The "Write" Gift for Children

Individual Name
DE LUXE PENCIL SETS 1.00 Post Paid
Trademark Reg.

Embossed *genuine leather case* **with coin pocket, a fine ruler and a colorful assortment of lead pencils,** *every piece engraved with name in 18 Kt. Gold.* **A point protecter and sharpener included**
—Supreme in its class.

Junior Set — Embossed genuine leather case and 3 pencils, *name engraved in 18 Kt. Gold* **50c**

Send check, money order, cash or U. S. Postage

IMPRINT PENCIL CO., Inc.
112-C Fourth Ave., New York City

CROWN LAVENDER SMELLING SALTS

At home, at the theatre, while shopping or traveling, or if you find yourself in stuffy rooms or crowded places, the pungent fragrance of Crown Lavender Smelling Salts clears the brain, steadies the nerves, counteracts faintness and weariness. It is invigorating — a delight and comfort. Sold everywhere. Schieffelin & Co., 16-26 Cooper Sq., New York.

New Ideas about Obedience

(*Continued from page* 13)

This type of father impresses the son with the idea that he is understood, that he is not a particularly different type of person, and that this desire for the thrills and froth of life is not original with him. Ten to one, a way is opened by which the parent may be a help when he is really needed.

ONE of the goals which children struggle to attain is power, and there is little satisfaction in this power unless the child has an opportunity for exhibiting it. Many adults never learn by either training or experience the disadvantages of being dominated by this particular urge or tendency, and much of the difficulty which arises between parent and child is found in the parents' unconscious striving to demonstrate their power. It leads to most drastic and unfair measures in their efforts to be obeyed by those over whom they have authority, whether it be in home, shop or office. Punishments which are out of all proportion to what the situation demands are introduced and a feeling of fear, followed by resentment and hostility, results. When authority is abused by parents in order to gain obedience, the antagonism aroused in the child may become a very detrimental and handicapping influence in later life, leading to unconscious resentment toward everyone in authority.

Perhaps the most common cause of temporary periods of disobedience in children is poor physical health. Fatigue is by far the most frequent cause of these acute situations. Let the average normal well-behaved child get unduly fatigued by loss of sleep or too much work or play, or be subjected to an over-stimulating environment, whether it be a shopping trip or a party, and we are very likely to find he is a bit more irritable, and a little less likely to adapt himself to the ordinary tasks of his daily routine.

If the child is poorly nourished, acutely sick, affected by some ill-defined disturbance of the ductless glands, malnutrition, low blood pressure or suffers from chronic colds and coughs he is a difficult child to train. Fatigue can always be treated by giving the child longer rest periods and by cutting down on his daily duties. Improvement will invariably be noted at once. A careful physical examination should always be the first step in an effort to understand any change in the child's mental attitude toward life.

The emotional factors must also be considered. The child's mental attitude toward life may be affected by rather trivial and apparently unimportant situations which often pass unnoticed. Adults are very apt to concern themselves with only the obvious factors that might account for disobedience. Jealousy, shyness, fear, feeling of inferiority are often ignored as of no importance.

The child who has the stern disciplinarian type of father, who believes that children have no rights in the

family circle, who is constantly keeping them repressed by his forbidding attitude, may often seek self-expression beyond that which is socially approved at school, or on the playground. The child who is failing in school or getting little satisfaction from personal contacts may use the home as the place where self assertion can be practiced without fear. This represents simply an effort at compensation on the part of the child.

In our effort to understand why the child is disobedient we must look beyond the particular incident which is causing us concern at the moment. It is often an expression of discontent and unhappiness which has been in the making for a long time. The child who is worried, anxious, and fearful about some of the common problems such as masturbation, jealousy, shyness, who is not getting on with the group or failing to make a place for himself in school will invariably be a difficult child to manage at home. If parents are to be a constructive influence in the lives of their children it is essential that they be acquainted with them, that they know something about the problems with which children are confronted in everyday life. They must try to share the child's joys and help him meet his difficulties. It is only by means of such a relationship that obedience of a constructive and continually developing type can be gained. Obedience, like respect, must be won, not demanded.

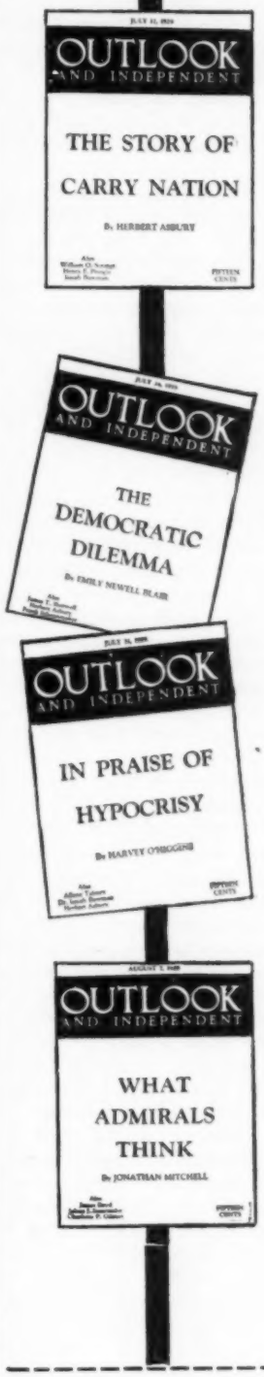
THE relationship between parent and child which is the basis for obedience is one that should not be undervalued. It begins at birth and continues until the child has emancipated himself from parental domination. The adjustment is so delicate, so constantly changing, it is not surprising that in many instances it becomes twisted and warped, broken and severed. Too often the young person, finding that his parents continually oppose his efforts to establish himself as an individual, gives up the struggle and submits to parental control long after he should be free from such domination. This only occurs when parents cling selfishly to the pleasure and satisfaction that they get from the child's dependence upon them.

Parents are prone to project on the child their own unfulfilled wishes and desires, regardless of whether they are in keeping with the instinctive needs of the child or not. A father who has been extremely anxious for a college education which circumstances did not permit, pushes, crowds and crams his son in Latin and Greek, that he may attain to what his father so much desired. The natural inclinations of the boy, his intellectual equipment and personality may be such as to have fitted him best for mechanics instead of the classics, but these factors are ignored. The kind, self-sacrificing parent quite unconsciously forces the boy to the breaking point mentally, or to open rebellion socially, and then wonders what it is all about.

The parent who looks back on his

(*Turn to next page*)

—A DISTINCTIVE WEEKLY MAGAZINE—



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New Ideas about Obedience

(*Continued from page* 95)

early days with resentment and bitterness, because he was subjected to the iron rod of discipline, may in his efforts to prevent a like catastrophe in the life of his child, let down all the bars of discipline, saying, "My boy is going to have the freedom that was denied me." The child is given freedom without guidance. He soon gets a false idea of his relationship to others, becomes disobedient, defiant, a rebel within the household. As long as he remains in the protected environment of the home which is altered to suit his whims, things go well, but when he has to get out and deal with the problems of life in company with other people he is in conflict with society at once.

HOW many parents dominate the thoughts and actions of their children because they glory in the fact that "My child cannot get along without me!" During the first six years, such a father and mother feed their child, lie down with him at nap time, respond to his many calls at night, wait on him at every turn. They walk back and forth from school with him, sympathize with him when in conflict with the teacher, fight his battles against other children, receive him with open arms and oversolicitude when he meets fear and failure in the outside world. If he has any companions, it is Mother who does the selecting; they must be well mannered, clean, neither rough nor active. The intellectual and cultural setting of the family background is never ignored; his companions must not be noisy nor belong to the dreadful gang around the corner, which is probably a good healthy lot of dirty-faced boys, who are too busy with real problems of life to get into either the bath-tub or any real trouble.

It is Mother who selects the college and the courses, and again the companions, for the boy or girl is no longer thinking in terms of what he would like but of what Mother would approve. When thrown upon his own resources such a boy or girl is filled with doubts and indecisions. If his personality has not been entirely submerged by these years of dependence, he will find himself in conflict much of the time. His instinctive cravings and the demands of his particular type of personality will always be impinging upon the ever present problem of "What will the family say?" "Will Mother approve?" "Will Father object?" "Will friends applaud?" It may be selecting a dress, deciding on a college or a club, choosing a husband, or what not. Something has been left out of the training of such an individual and the result is a void where there should be self-reliance or confidence, resulting in that most pathetic state of mind, a feeling of inferiority. Such is the price the child has to pay for gratifying the desires of parents who have mistaken dependence for obedience, selfishness for love and sacrifice. It should make us pause at times and inquire, "What price obedience?"

Sleeping time is growing time

YOUR Baby! He must be snugly safe in comfortable sleep for health's sake. Simmons Cribs are scientifically built to insure this. They are washable, durable, adjustable, firm, noiseless, and come in many colors and designs. $12.50 to $40.00. Beautyrest Mattress to order.

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Program for Discussion at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE following outline for study is based on the article "New Ideas about Obedience," by Douglas A. Thom, in this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 13. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) What are the differences between healthy, useful obedience and unwholesome submission?

(2) On which of the following bases is the parent justified in teaching his children to be obedient? (a) Because the parent is in a position of authority and will punish him unless his will is carried out? (b) Because the child is too young to be trusted to make decisions for himself? (c) Because the parent embodies for the child the ultimate laws which even adults must conform to, and because through understanding obedience, the child will gradually learn to be self-reliant?

(3) Is there ever a time when a child should obey blindly? Illustrate.

(4) In what way can it be said that chronic disobedience or very strict discipline indicates a faulty relationship between parent and child?

(5) Has obedience the same meaning when a child is three years old as when it is ten, fifteen?

Points to Keep in Mind

(1) There is no virtue in obedience as a goal toward which to strive in training children.

(2) There are dangers to the child's development of personality in too perfect submission to another's will.

(3) Obedience is valuable as a means through which self-control and independence may be attained.

(4) Obedience may be secured at too great a cost; it is never worth while if induced by fear.

(5) In training a child to obey, the parent's first consideration must be the effect on the child's personality, rather than his own convenience, or his urge to express his own power.

(6) Rebellion, defiance or disobedience are often indications of physical trouble, and must be studied as symptoms, rather than punished as offenses.

(7) Emotional stress, unhappiness from real or imagined causes often shows itself in disobedience.

(8) Healthful, normal obedience is the natural outgrowth of happy childhood in understanding surroundings.

Problems for Discussion

(1) Billy is a very good little boy at home and keeps happily occupied with his toys for long periods of time. His mother can never understand why he is such a nuisance when she takes him shopping or to visit strangers. All expeditions of this sort begin with threats and end with punishment and tears. Discuss the causes and the wise handling of a situation like this.

(2) A wise children's specialist has said that the changes in a child's personality and behavior which come as a result of the way he is treated during an attack of illness are sometimes more

(*Turn to next page*)

Send for This!

Send for this "Four Ways" folder which describes in detail (1) How this magazine provides interesting programs for group meetings, (2) The free service bulletins offered to groups, (3) An easy, dignified way for your group to raise money, and (4) The special group subscription rates. It will be sent, of course, without charge or obligation. Address: Group Service Bureau, THE PARENTS' MAGAZINE, 255 Fourth Ave., New York, N. Y.

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WITH his "Help-Self" Costumer the happy toddler early learns to dress and undress himself. Great fun he has hanging up his clothes and setting his shoes on the footprints!

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"I DO IT my own self" says baby as she climbs to lavatory, bed, bath or toilet. "Toidey" Steps, delightfully attractive in green, pink, blue, etc., are a sturdy safeguard to the climber of two or three.

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THIS adorable sentry bunny holds his charming plain or lace-decked parasol so as to shield baby's eyes but at the same time reflect the beauty of the mother-of-pearl base. A charming addition to any nursery.

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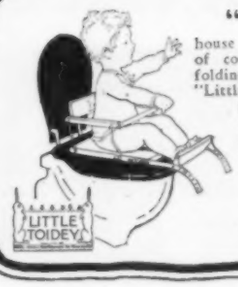

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When you send in this coupon, will you also send the ballot on page 77 of this issue?

Program for Discussion at Your Next Meeting

(*Continued from page 97*)

serious than are the physical effects.

(3) It is the experience of many mothers that fits of disobedience, temper tantrums, and general irritability mark the onset of physical disturbance. Parents must therefore be very cautious in administering punishment at such times because it would be not only useless but unjust.

(4) Betty's mother is a nervous woman who speaks very quickly and repeats every statement and request several times. Betty has grown into the habit of paying no attention until she has been spoken to repeatedly. This has caused her trouble at school, where she is considered inattentive. Illustrate other ways in which a parent can be at fault in actually causing disobedience.

(5) John becomes very much absorbed in whatever he is doing. Neither noise nor people disturb him when he is intent upon his play. His mother resents it if he does not jump quickly at her commands.

(6) Both Mr. and Mrs. Smith are serious-minded, strict disciplinarians; the household runs in business-like fashion and the children are "seen and not heard." On the playground and on the street, however, they are noisy and unmanageable. The parents attribute this to inadequate control on the part of the teacher and the playground director and censure them for their loose discipline.

(7) Why is it that so many mothers send their little children to school in great fear that there will be disciplinary trouble and subsequently discover that children who are difficult to manage at home are frequently so well adjusted at school?

(8) Helen was a sickly child, having been stricken with infantile paralysis at four. She was waited upon and protected to such a degree that now at sixteen, although she is physically robust, she is still largely dependent on others demanding constant service and attention. Is this necessary? Could it have been avoided? Can even a child with physical disabilities be reasonable and to a degree independent?

References

EVERYDAY PROBLEMS OF THE EVERYDAY CHILD, by Douglas A. Thom. *Appleton.* $2.50.

THE INNER WORLD OF CHILDHOOD, by Frances G. Wickes. *Appleton.* $3.00.

THE TIRED CHILD, by Max and Grete Seham. *Lippincott.* $2.00.

PERSONALITY AND SOCIAL ADJUSTMENT, by Ernest R. Groves. *Longmans, Green.* $1.40.

THE PROBLEM CHILD AT HOME, by Mary Buell Sayles. *Commonwealth Fund of New York, 1 East 57th St., New York City.* $1.50.

PARENT-CHILD RELATIONSHIP: Projection of Ambition, by Kimball Young. Reprinted from "The Family," May, 1927.

Not even *your* child can have a straight, sturdy body . . . without this precious *sunlight vitamin*

Don't for a moment make any mistake as to the necessity of Vitamin D for *all* growing children.

Vitamin D is that mysterious element that comes to us in the direct rays of the sun and is the vital factor in preventing rickets, building strong bones, sound, well-developed teeth, sturdy, straight-as-an-arrow bodies. Without it, the milk minerals (lime and phosphorus) in the diet which go to make these strong bones and sound teeth are not efficiently utilized by the body.

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Now . . . Cocomalt contains the sunlight vitamin • That's why it's so necessary that Cocomalt should be part of their regular diet—morning, noon and night and for after-school lunches.

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A delicious food drink with a delightful chocolate flavor • And if you've had trouble coaxing your youngsters to take their daily required glasses of milk, you'll find that Cocomalt solves the whole problem. It's such a delicious drink with such a delightful chocolate flavor that children do not say "Must I?" but "May I?"

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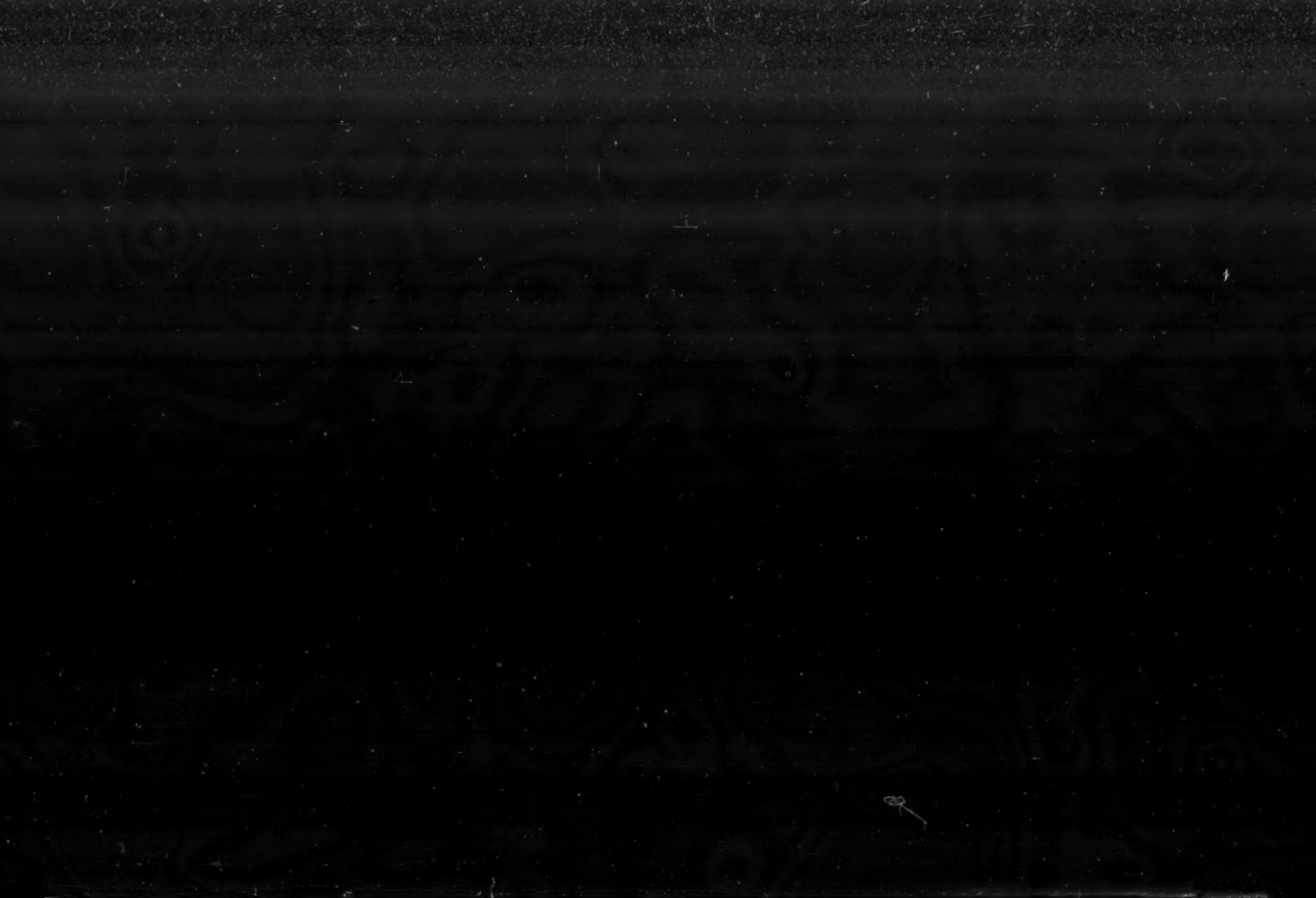
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